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ANNUAL REPORT  
of the  
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR  
FOR THE SCHOOL YEAR  
1941-1942

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1941/42

PAVING THE WAY  
FOR THE  
FUTURE OF THE  
NATION  
BY  
J. EDGAR HOOVER  
DIRECTOR

STATE TEACHERS COLLEGE  
AT  
MONTCLAIR

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ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR  
FOR THE SCHOOL YEAR 1941-1942

To the Commissioner of Education:

I have the honor to present the following brief report of the work of the New Jersey State Teachers College at Montclair for the year 1941-1942. Accompanying this report will be found the annual reports of the various departments and agencies in the college.

For the year 1939-1940, the Annual Report gave special emphasis to research studies, publications, and memberships in learned societies and for the year 1940-1941, special emphasis was given to general scholastic developments and college standards. In the report for 1941-1942, a somewhat detailed report has been given on teacher education in relation to war needs.

## I. College Developments

### A. Teacher Education in Relation to War Needs

#### 1. Committee on Education and Defense

On September the 24th, 1941, a faculty-student committee was appointed. Instructions to the committee contained the following sentences. "It should do some preliminary thinking relative to education for defense at the State Teachers College at Montclair." "Special attention should be given to the following problems:

- a. What special objectives should be set up to control the activities of the college?
- b. How may these objectives be defined in terms of college contributions or activities?"

From the above, it was understood that the faculty expected the committee to set up plans that should govern defense activities of the college and make recommendations as to what could be done specifically to meet these objectives.

The college committee consisted of James Clingen, Dr. Elwyn C. Gage, Prof. W. Paul Hamilton, John Macchi, Dr. Robert W. McLachlan, Dr. Heber H. Ryan, and Dr. E. DeAlton Partridge, Chairman. This committee met regularly once a week. In the early deliberations of the group it seemed wise to divide the task of seeking information that would be of service. Therefore, various members assumed the following tasks.

- a. Determine what other colleges and universities are doing.

1. SUMMARY OF RESULTS

The work of the Bureau during the year 1900 has been characterized by a steady increase in the number of investigations and by the completion of many of the more important ones. The following table gives a summary of the work done during the year.

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2. PHYSICAL STANDARDS

A. LENGTH AND AREA

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- b. Explore possibilities of coordination with other agencies.
- c. Seek suggestions from alumni of the college.
- d. Sound out the student body as to their attitudes and suggestions.
- e. Find out what men in service who were students of the college have to suggest.

The preliminary report of the original committee on Education and Defense was prepared during the month of October and presented to the Administrative Council on November the 4th. On November the 6th it was presented to the faculty. After considerable discussion and certain revisions, it was adopted by the faculty. A copy of this report follows.



PRELIMINARY REPORT  
of  
COMMITTEE ON EDUCATION AND DEFENSE  
NEW JERSEY STATE TEACHERS COLLEGE  
MONTCLAIR

Following is a summary of recommendations which are discussed in more detail in the main body of the report:

1. INFORMATION AND PARTICIPATION. It is recommended that a joint committee of three faculty members and three students be created to encourage the dissemination of accurate information and promote the participation by faculty and students in various activities designed to aid in national defense. page 8

2. FIRST-AID INSTRUCTION. It is recommended that special emphasis be given in classes in "Health and Safety" and "Practical First-Aid". page 11

3. It is recommended that a standard Red Cross First-Aid Course be offered to the undergraduates of the college on a non-credit, volunteer basis, this course to cover 20 hours of instruction and be conducted by certified Red Cross instructors and visiting experts, supervised by the Medical Department. page 11

4. MATHEMATICS FOR SCIENCE MAJORS. It is recommended that consideration be given to a plan whereby science majors can obtain the special training in mathematics they need to qualify them better for defense work. This may mean some special arrangement on hours of student teaching for seniors and the organization of a special class. page 11

5. SOCIAL STUDIES COURSES. It is recommended that those who teach social studies courses be invited to review the content of their courses with the view to pointing them more directly at national defense and the possible effects of post-war adjustment. page 11

6. COMBUSTION ENGINE COURSE. It is recommended that the Science Department arrange to give a course in "Combustion Engines" if this can be worked out with the equipment and staff now available. page 11

7. NEW COURSE FOR SENIORS. It is recommended that a new course be organized for all seniors, to be given during the last six weeks of the spring term, and to have for its main object the presentation of the varied aspects of the defense program, especially as relates to the problems of the beginning teacher. page 11

8. NEW COURSES FOR EXTENSION AND PART-TIME. It is recommended that three new courses be offered in the Extension and Part-Time Division: (1) American Red Cross Standard First Aid Course, (2) Seminar: The Place of the High School in Defense, (3) Water Analysis and Purification in Civilian Emergency Defense. page 12

9. The Committee wishes to give its hearty approval of the organization of the defense speakers bureau and its cooperation with state and community defense councils. page 3



10. POST-WAR ADJUSTMENT. It is recommended that a special faculty committee be appointed to consider the effects of post-war adjustments upon the college. This committee should include at least three department heads, especially those of Science, Social Studies, and Integration and a member of the defense coordinating committee mentioned in 12 below. page 12

11. PREPARATION FOR ANY EVENTUALITY. It is recommended that a special committee of faculty and students be appointed to consider the problems that might arise in connection with actual invasion or wide-spread sabotage. Such a committee should include those familiar with buildings, grounds, etc. page 13

12. COORDINATION OF DEFENSE ACTIVITIES. It is recommended that some group on the faculty and possibly several students, be assigned the task of coordinating the various defense activities of the college. page 14



## History and purpose of the committee

On September 24, 1941 President Sprague appointed a committee consisting of five faculty members and two students to do "some preliminary thinking relative to Education for Defense at the State Teachers College at Montclair." This committee was given two specific problems to explore: 1. What objectives should be sought in this effort and, 2. a definition of these objectives in terms of activities. Thus it would seem that the purpose of this committee was to set up principles that should govern defense activities in the college and make recommendations as to what could be done specifically to meet these objectives.

The committee has met regularly at least once a week since the appointment and sometimes more often when the task demanded. In the early deliberations of the group it seemed wise to divide up the task of seeking information that would be of service, so various members of the committee assumed the following tasks:

1. Determine what other colleges and universities are doing.
2. Explore possibilities of coordination with other agencies.
3. Seek suggestions from alumni of the college.
4. Sound out the student body as to their attitudes and suggestions.
5. Find out what men in service who were students of the college have to suggest.

These investigations, while not especially fruitful, have given the members of the committee an insight into the problem and added quite a number of specific suggestions to this report.

As the deliberations of the committee proceeded it became apparent that a smaller group should consider the special problem of relation between curriculum and defense. Consequently a special sub-committee was formed to consider what special courses could be set up at this time or in the near future and what could be done to enrich existing courses to magnify the contribution to the national defense effort.

The present report represents the results of these various activities of the committee and the discussions they have had in relation to the problems placed before them. Since the committee was not given the responsibility of setting any machinery into motion this report simply presents for consideration the things that can be accomplished. This does not necessarily mean that the duties of the committee have ended, but that the first assignment is complete and they await further instructions.

## Speakers Bureau

When Dr. Audley H. F. Stephan visited the campus shortly after the committee was formed, President Sprague inquired about defense plans in New Jersey since Dr. Stephan is Chairman of the State Defense Council. This led to an invitation to members of the committee to visit Trenton and meet with Dr. Stephan, Dr. Morrison, and representatives of the other five teachers colleges of the state. At this meeting a plan was outlined whereby the colleges could be of distinct service to the defense effort by training and furnishing speakers to meet with various groups around the state and explain the state defense organization. As a result of this meeting and a recommendation by the defense committee of the college, a special faculty committee was appointed to develop plans for this speakers bureau.



The speakers bureau, headed by the faculty committee, set about immediately to acquaint staff members with the opportunities offered for cooperation with the State Defense Council and to enlist staff members who wished to cooperate with the enterprise. After two meetings with representatives of the other Teachers Colleges in the state and the State Defense Council, a plan was set up whereby faculty members could receive training in special topics related to defense and then be available for assignment by the State Defense Council to meetings of various groups throughout the state.

Representatives of the Westfield Local Defense Council were invited to meet with the faculty and a representative group of students to outline the operation of their Civilian Defense plan. This meeting was followed by a series of evening meetings on campus where problems of defense were discussed and outlines for speeches reviewed. Faculty members who are thus prepared will make their services available to the State Defense Council and make addresses upon assignment.

### Implications of National Defense to a State Teachers College

The present world conflict has brought us a new term..."total war." This term is fairly descriptive of the way in which the struggle reaches into the entire fabric of society and ultimately affects the lives of all the citizens of the nations involved. Wartime conditions have always meant some adjustments on the part of civilians, but never before have the horrors of actual combat been carried into the hearts of cities so quickly after the conflict starts. Never before has it been a major objective of the enemy to destroy civilian morale and confuse life for the masses of people who stay at home to keep the wheels of industry turning. Never has it been so important that these wheels keep turning.

In short, to prepare for modern war the nation must prepare all of its people, not only those who may be of service in defeating the attempts of the enemy to disorganize civilian life and production of the vital sinews of war; the whole state, young and old, male and female, teacher and student are part of the total effort at defense.

In Great Britain the schools have played a vital part in defense. Gigantic problems arose in connection with evacuation of citizens and carrying on instruction under the conditions of total war. Teachers and others had to be trained to take on additional responsibilities. This has all had a profound effect upon the educational system of the British Isles. Reports indicate that many of the changes that were brought about may very well become permanent.

In this country the plans for defense include provisions for evacuation of children from large cities and industrial areas. This is being done in cooperation with educational authorities and plans include the placing of children in school groups with their teachers as leaders so they can carry on as much of the school routine as possible.

For an institution, and especially a state institution, engaged in the training of teachers these implications have a real meaning. In order to serve the surrounding communities to the best advantage and to prepare prospective teachers for conditions that seem inevitable after the present emergency has passed, serious and intelligent consideration needs to be given to the problem. The social change that will come in the wake of the present world struggle is bound to be great and to have much to do with the specific problems that teachers will face.



When an emergency such as the present one confronts a nation those who are responsible for the educational institutions of the state have a variety of possibilities open to them. One attitude would assume that nothing should be done but that the institution should follow in the train of events and adjust as comfortably as possible. Another attitude and extreme in the other direction is that of jumping on the band wagon, thereby curtailing important tasks underway and overlooking the basic responsibility for which the institution was organized. A third possibility, and the one the committee is disposed to favor, is that of intelligent observation and assistance to the national effort where that assistance is possible and does not seriously hamper the main function of the college...the training of teachers for modern society.

In a pamphlet entitled Organizing Higher Education for National Defense published by the American Council on Education, the following suggestions are made with reference to the part that can be played by Teachers Colleges in the national effort.

"A considerable number of these institutions are equipped with both faculty and plant to educate teachers and workers who can readily relate themselves to such phases of the total defense program as:

"1. The improvement of the health of, and the maintenance of healthful conditions among both children and adults during a period of social disturbance. This has to do with both the physical and mental health of children and adults in the respective local communities in which the workers find themselves.

"2. Dissemination of sound advice as to diet, rest, relaxation, exercise, and other factors in the maintenance of health.

"3. The gradual physical conditioning of students and, where practicable through the use of college physical education staff and facilities, of other men of service age, looking toward the physical examinations and more rigorous physical demands of camp life.

"4. The training of public health, as well as public school, nurses.

"5. Special training in Red Cross activities.

"6. Classes in machine operation and special courses for the training of skilled and semi-skilled workmen of other types.

"7. The development on the part of people generally of an awareness of the necessity for unusual precaution and safety measures that pertain to the health and security of all our people.

"Perhaps one of the greatest contributions that the teachers colleges can make is in developing and maintaining a high level of civilian morale. About the importance of this phase of the defense program there can be no question. The best contributions can probably be made in one or more of the following ways:

"1. In the interpretation and the better understanding of democracy and the democratic processes.



"2. In the preservation of a dynamic faith on the part of our people generally in the American way of life and in the possibilities of improving this way of life.

"3. In the development of a more intelligent understanding by people in all walks of life of the total national program of defense and of the ways in which the various phases of the program as it affects the local community can be synchronized with the main efforts.

"4. Through the careful preparation by staff members of significant items of information that may affect the success of the larger program.

"5. By the organization of discussion groups designed to clarify thinking and action.

"6. By the prevention of a feeling of detachment or isolation of individuals and groups -- a condition of nonarticulation with the main currents of national effort.

"7. By special attention to the emotional health of children and youth.

"8. By efforts toward an improved understanding of Latin American countries and the program of cooperation of the Western Hemisphere.

"9. By the location, analysis, and counteraction of the more obvious divisive and subversive propaganda that reaches the general public.

"10. By the creation of local radio programs designed to interpret sound educational policies and practices to the community.

"The teachers colleges specialize in the education of teachers. Their faculties and their equipment can probably best be used in the educational phases of the national defense program. Their resources will doubtless be most effective in situations where instruction of one type or another is the chief consideration.

"Students trained in the leadership of community activities constitute a strong potential asset in supplementing whatever efforts the faculties of the institutions may sponsor."

#### Montclair and Defense

One who is familiar with the program at Montclair State Teachers College cannot help but conclude that the present curriculum and extra-curricular activities of the college are already contributing to a considerable degree to national defense. Later in this report a more detailed listing of this contribution is made. The committee is convinced that these less dramatic and more or less routine contributions should not be minimized and that nothing should be done to hamper a continuation of these existing services.

In view of the foregoing the following general principles seem to need serious considerations in setting up a program of action in the State Teachers College at Montclair.

1. A state teachers college would seem to have a basic responsibility to help in a national effort such as we find ourselves in at present.



2. The first responsibility of the college is to the students. This means that the primary task of teacher education is of itself a vital part of national defense. The college has a responsibility to keep students abreast of a rapidly changing world and to prepare them as teachers to do well all of the tasks expected of them.

Care should be taken that any program adopted does not interfere seriously with the present effectiveness of the main task to be done -- the effective training of teachers. It may be, however, that in order to train teachers for the modern world considerations will have to be given to changes or extensions in the curriculum to bring about the real accomplishment of this end.

3. It is better to do a few things, and do them well, than to engage in a wide variety with little or no effectiveness.

4. There is a responsibility to look ahead and attempt to anticipate adjustments that will be necessary in a post-war era.

#### Division of Functions

In considering the many things that an institution such as the State Teachers College at Montclair might do one is impressed with the fact that some things stand in need of immediate attention while others can wait temporarily at least for more mature consideration. With this in mind the committee has attempted to evaluate the many suggestions and possibilities that have come to their attention and arrange them into some scale whereby first things will be given first consideration. This arrangement has of necessity been more or less subjective and based upon the information that has been gathered from those who are in a position to know what can be done now and with good effect. The principles set forth earlier in this report have also guided the committee in this evaluation.

This process of evaluation has also been responsible for an arrangement of the many suggestions into groups where they seem logically to fit. These groups are not entirely mutually exclusive and may need further revision as time goes on. They seem to be convenient starting points at this time, however, and form the framework for the recommendations that are made in the report. The five groups decided upon are as follows:

1. Information and participation
2. Curriculum considerations
  - Undergraduate
  - Graduate
3. Post-war considerations
4. Preparation for any eventuality
5. Coordination of all defense effort in the college.

Among this grouping at least one stands out as being especially important at this time. Practically all those having to do with defense say that the matter of civilian morale and participation in the defense effort is the crying need at this time. This is an area in which the college can make a distinct contribution and that without much delay. Specific suggestions to this end are to be found in this report.



## Information and Participation

The committee recommends that a joint committee of three faculty members and three students be created to encourage the dissemination of accurate information and promote the participation by faculty and students in various activities designed to aid in national defense.

It would seem to be a distinct responsibility of the State Teachers College to keep its students and faculty abreast of the rapidly moving international scene and the part this nation is playing in events. There is reason to suspect that lack of enthusiasm for a task such as national defense arises at least in part out of a lack of appreciation for the magnitude of the job to be done and the possible outcomes if the task is not done successfully.

There are many ways in which the spreading of information could be encouraged on the campus and in which the members of the student body and the faculty could be encouraged to take a more active part in the defense effort. The present committee believes that a committee of faculty and students should be appointed to assume responsibility in this field. The following activities are suggestive of what such a committee could do. These are not necessarily arranged in order of their importance. Just what should receive priority would have to be determined by the committee.

1. Compile names and addresses of former students who are in service. This would make possible a regular contact with these men through the Montclarion and other publications. It is also necessary to have this information in order to instrument some of the suggestions below.
2. Encourage the writing of letters to men in service by students.
3. Invite men in service to campus functions when they are on furlough. This would include collegiate competitions, dances, plays, musicals, etc.
4. Consider the possibilities of conducting a Red Cross membership drive on the campus.
5. Sell war-savings stamps at the college store.
6. Secure exhibits of various kinds, obtain movies dealing with national defense, keep clippings on bulletin boards about what other colleges are doing.
7. Arrange special assembly programs designed to acquaint student and faculty with the problems of national defense.
8. Encourage men in service to send news of their activities to the Montclarion.
9. Sponsor a series of conferences for high school principals and teachers to discuss the implications of national defense to education.
10. Send programs of various kinds to nearby communities.
11. Sponsor discussions of propaganda and how it is being used in the present conflict.
12. Have a collection of used text-books to send to Fort Dix or some such post. These books are needed in the libraries of these posts.



## Curriculum Considerations

A college staff is in a position to render service to national defense in a variety of ways. No small part of this service can come through the enrichment of existing course offerings and through the addition of new courses that seem to fill a definite need. A long list of possibilities has been handed to the committee and it has tried to consider each suggestion in light of the following propositions:

1. Is the college equipped through personnel and physical arrangements to include such material in the curriculum?

2. Would it materially detract from the main job at hand -- the preparation of teachers for the secondary schools of New Jersey?

3. Is there a real need at this time for training in the field suggested?

These three considerations when applied to the various suggestions before the committee helped to evaluate them in terms of their practicability. It was quite obvious that the college is not prepared to train men or women in some of the highly technical fields. In other cases it did not seem wise to recommend the inclusion of new courses because of lack of personnel and in still other cases there was some question as to the real need involved.

After winnowing out the practical suggestions the committee arrived at some specific recommendations having to do with course content or the addition of new courses. These recommendations fall naturally into two classifications: 1. undergraduate and 2. part-time and extension courses.

### Undergraduate

Enriching existing courses. In appraising the contribution being made by the college to national defense one should not overlook the progress that has already been made in various departments. The following summary of this is suggestive of the way in which the college has gone quietly about the business of training people before the organization of the present committee.

Mathematics Department The head of this department points out that there are three types of courses which furnish basic and important training in defense work.

1. Fundamental courses: Mathematics 101, 102, 201, and 202. These courses are a minimum preparation for the mathematics of national defense. Further preparation in advanced work is given in Mathematics 301, 302, and 402.

2. General courses in which specific training is given: Mathematics 304, Solid Geometry. This course covers that work in spherical geometry and trigonometry so essential to any course in navigation. Mathematics 406, Applications of Mathematics. This course teaches the student the use of the plane table, alidade, transit, and sextant, so necessary for navigation, map-making, and surveying.

3. Courses definitely directed to national defense: Mathematics 400, Statistics; Mathematics 524A, Statistics; Mathematics 524B, Statistics. These three courses prepare the student to take Civil examinations to enter the Federal service in the statistical field.



Medical and Physical Education Departments Those who are directing the national and state programs of civilian defense stress the importance of physical and mental health. The reports from the various colleges loaned to the committee by the United States Office of Education list the work of physical health in its various forms. Through the program of medical examinations and physical education courses the college is definitely contributing to the health of the students and ultimately to a better understanding of the health of high school pupils in the state.

The health and safety courses taught in the Physical Education Department have a direct relation to national defense. It may be as the Medical Department has suggested, that special stress in these courses should be given to practical training in first aid at this time.

Social Studies Department Many of the courses in this department are directly related to the problem of morale and understanding of current events. Recently new courses have been added in the field of Latin-American history and relations and the content of existing courses slanted in the direction of national defense.

Language Department This department makes a definite contribution through the training of students in translation of and conversation in modern languages. The recent addition of new courses in Spanish is especially practical at this time.

Science Department Because of the nature of modern war practically all training in the field of science has some bearing on national defense. The Science Department of the college is contributing greatly to the preparation of students for both military and civil defense. The C.A.A. program is directly related to the defense effort and the other courses in science have various degrees of relationship, none of them very remote.

A suggestion has been made that the Science Department should offer a course in "Combustion Engines" for undergraduates and the committee is disposed to favor this suggestion as practical and worth while. A recommendation to this effect will be found later in this section of the report.

Another suggestion has come from the students themselves, to the effect that some way should be found to make it possible for science majors to have further training in mathematics, especially in applied mathematics. This too, should be given serious consideration.

Integration Department The literature on national defense stresses the fact that all education is related in one way or another to the present effort. Obviously some phases of education are more closely related than others. In this connection one thinks of psychology as being specially related to the matter of morale and mental health. The value of the course in mental health given in the spring of the sophomore year could be increased by stressing the mental ills that seem to develop in connection with war conditions and the effect of war effort upon the lives of young people.

Recreation Courses Trained recreation workers are at a premium in times of national stress. The newly developed courses in recreation have a direct bearing on national defense. These courses are now being supplemented and will result in an even greater contribution to this phase of the national emergency.



Bibliography on Defense At the request of the president the members of the college library staff have prepared a special bibliography on defense. A collection of defense literature is in the process of making now and a special bulletin board set up for display of clippings and other materials.

This very brief review of what is already being done in the way of national defense is not intended to be exhaustive but rather to emphasize the fact that by continuing to do the basic task of the college .. train teachers effectively .. many contributions are being made to the national defense effort. In order to further point this effort, however, the committee has the following specific recommendations to make in connection with the undergraduate students.

#### Recommendations for Undergraduate Curriculum

It is recommended that special emphasis be given in classes in health and physical education to practical first-aid and safety.

It is recommended that a standard Red Cross First-Aid course be offered to the undergraduates of the college on a non-credit, volunteer basis. This course covers 20 hours of instruction and could be conducted by certified Red Cross instructors and visiting experts, supervised by the Medical Department.

It is recommended that consideration be given to a plan whereby science majors can obtain the special training in mathematics they need to qualify them better for defense work. This may mean some special arrangement on hours of student teaching for seniors and the organization of a special class. These things can be worked out between the Mathematics, Science, and Integration Departments.

It is recommended that those who teach social studies courses be invited to review the content of their courses with the view to pointing them more directly at national defense and the possible effects of post-war adjustment where this is a logical part of the course.

It is recommended that the Science Department arrange to give a course in "Combustion Engines" if this can be worked out with the equipment and staff now available.

It is recommended that a new course be organized for all seniors, to be given during the last six weeks of the spring term, and to have for its main object the presentation of the varied aspects of the defense program, especially as relates to the problems of the beginning teacher. This course would (1) survey the problems and methods of civilian defense, the New Jersey plan of organization, etc., (2) consider the part that education and educators may play in the program, (3) the problems of student and civilian morale, (4) the possible problems of post-war guidance.

Such a course would serve several objectives. (1) It would be in a sense a professional background course for beginning teachers who must cooperate in the communities to which they go and participate in student guidance. (2) It would tend definitely to raise the morale of our students. (3) It should give the majors in each subject-matter field a better understanding of the ways in which their own subject-matter may function with relation to defense, and at the same time, a better appreciation of the contributions of all fields.



It should be possible to incorporate a course of this sort in the present organization without greatly dislocating the existing program and without involving any appreciable additional teaching load for staff members. Since the total number of class periods would be in the neighborhood of twenty-five, and since the plan might be to ask a considerable number of individuals to contribute instruction in those fields in which they are most expert, the load for any one person should not involve more than two periods. It has been suggested, moreover, that a number of periods might well be turned over to outsiders who are especially prepared to deal with some of the subjects under discussion.

The conduct of such a course could be very well handled by the same faculty group designated to coordinate defense activities of the college.

#### Part-Time and Extension

As in the case of the undergraduate curriculum, many of the courses now offered in the part-time and extension division have some relation to national defense. After reviewing the various suggestions for additional courses, the committee is of the opinion that at this time they are prepared to recommend the actual offering of three new courses. This assumes that others may be recommended later and that the present courses that have a bearing on defense will be continued.

It is recommended that the following courses be listed in the announcement of Spring courses in the part-time division of the college:

1. American Red Cross Standard First Aid Course. 20 hours will be required for this instruction; upon completion of the course a Standard First-Aid certificate is awarded by the American Red Cross. Miss Booth and Dr. Wurts have agreed to teach this course. It is suggested that the course be organized to carry two points credit by extending the content of the regular First-Aid course.

2. A Seminar on the "Place of the High School in Defense."

3. Water Analysis and Purification in Civilian Emergency Defense. The aim of this course is the preparation of trained people for cooperation in time of emergency with local defense councils in securing, testing, and treating water to insure a safe supply. This course to be offered by Dr. Reed and Dr. Van Hoy.

#### Post-war Considerations

It is recommended that a special faculty committee be appointed to consider the effects of post-war adjustments on the college. This committee should include one or two department heads, especially those of Science, Social Studies, and Integration and a member of the defense committee.

While the problem of post-war considerations may seem to be rather remote at the present time, it would be most unfortunate if these problems were not given some thought. One of the facts about modern war is that the fortunes of the combatants change quickly. The end may come to the present conflict more quickly than we suppose. The only intelligent attitude is to be prepared for any eventuality.



Anyone who contemplates the extent of our present national effort, the number of people now employed in defense production and the amount of money going into these channels cannot help but wonder what will happen when these activities are jarred to a halt by a cessation of hostilities.

Certainly no one who lived through the period of readjustment after the last World War would wish to minimize the possible effect of a sudden change in the direction of our economy from that of war production to that of reconstruction and peace. The problems of reconstruction are likely to be even greater after this struggle than after the last one. The amount of production involved is greater. The number of people in other countries who are not producing peace-time goods is greater than ever before. The economy of the whole world is geared up to military tempo today. To overlook the possible effect of a sudden change in this economy upon the program of a teachers college may be inviting unwarranted hardship on the part of those who may be involved.

Definite planning for post-war eventualities will be difficult, to be sure, because of the many imponderables. Below are some of the areas that a special faculty committee should explore in this connection.

1. The problem of teacher-placement. What will be the effect upon the placement of new teachers to have a great group of the population become unemployed through release from the armed services or the closing of defense plants?

2. Preparing teachers for post-war conditions. What special efforts should be made to prepare graduates and undergraduates for the problems that are bound to be faced after the present conflict is terminated?

3. What are other agencies doing to anticipate post-war problems? The National Resources Planning Board, for example, is devoting a great deal of time to this very problem. What do their recommendations have to offer an institution such as ours?

4. Long-time curriculum considerations. What permanent changes in the curricula of the high schools will emerge from present trends? How will these need to be considered by a teachers college?

#### Preparation for any Eventuality

It is recommended that a special faculty committee be appointed to consider the problems that might arise in connection with actual invasion or wide-spread sabotage. Such a committee should include those familiar with buildings and grounds.

The present conflict may never reach our shores. It may never be necessary for those who live in the vicinity of Montclair to crouch in bomb shelters or gather up the litter from their shattered homes. Certainly we all hope that these things will never come to pass. However, in the same breath that one has these hopes, he **must** consider what he would do if he did have to face actual conflict as a **civilian**. It would be far worse to be unprepared than it would be to be prepared and never need the preparation.

With this conclusion in mind the committee wishes to point out that it may be wise to have a small group of faculty members give preliminary consideration to such problems as the following:



1. Fire control in the buildings. What training and organization would be necessary on the part of students and faculty if the college, which is in an area studded with important war industries, were subject to bombing?

2. Cessation of public services. In case any of the important public services were of necessity terminated, what effect would this have upon the program of the college or the health and safety of those involved? Specifically, what would interference in any of the following services mean: light, heat, transportation, gas, water.

3. Injuries to staff and students. In case of injury to a number of those connected with the college, what would need to be done to care for them?

4. Staff families. In connection with staff families a variety of problems present themselves in case of actual attack of any consequence. Such problems as these arise for example:

a. If the houses of staff members are damaged or destroyed where could they live in the meantime?

b. If evacuation of this area becomes necessary where would staff members and families go? This, of course, implies cooperation with local agencies.

c. Family morale in case of emergency.

d. Food and other essentials in case of need.

It is quite obvious that in considering problems of this kind the wives of staff members would get a logical group to enlist. It may be that a joint committee of staff members and wives would meet this need.

#### Coordination of Defense Activities

It is recommended that some group of the faculty be assigned the task of coordinating the various defense activities of the college.

The proposals set forth in this report cover a wide range of possibilities. Every department of the college may eventually be concerned to some extent in defense efforts if the recommendations of the committee are set in motion. In order that all of these efforts be integrated and that duplication and misunderstanding be minimized, it would seem logical that some agency in the faculty be delegated the responsibility of coordination.

As time goes on and new problems arise, it may be necessary to curtail some efforts and extend others. New committees may need to be formed, new courses of study created, new services offered to the schools in surrounding communities. All of these things need careful planning in light of the other activities of the college. This would seem to call for a special committee to consider these things.



The defense effort of the college must be properly adjusted to the New Jersey Defense Council and the various local councils throughout the state. Legislative act requires that the state council supervise and approve of the various enterprises carried on by other agencies in the state. This means that someone or or some group in the college should consider carefully each new move in the defense effort and make certain that it is in strict adherence with the general defense effort of the state, nation, and various local communities.

Respectfully submitted,

James Clingen  
Dr. Elwyn C. Gage  
Mr. W. Paul Hamilton  
John Macchi  
Dr. Robert W. McLachlan  
Dr. Heber H. Ryan  
Dr. E. DeAlton Partridge, Chairman

October 31, 1941



The preceding report as adopted by the faculty called for the appointment of four committees comprising the following:

Coordination of Defense Activities

Dr. Partridge, Chairman	John Macchi
James Clingen	Dr. Mallory
Dr. Freeman	Dr. McLachlan
Dr. Gage	Dr. Ryan
Mr. Hamilton	Dr. Snyder

Information and Participation

Dr. Ryan, Chairman	Gloria Giordano
James Clingen	Matthew Jagiello
Dr. Fulcomer	Miss Littlefield

Current Economic and Post-War Adjustments

Dr. Gage, Chairman	Mr. Hatch
Dr. Davis	Mr. Rollahan
Mr. Geigle	Mr. Seybold
Mr. Glenn	Dr. Scott Smith

Emergency Defense

Dr. McLachlan, Chairman	Mr. Nickerson
Mrs. Carter	Mr. Pittser
Mr. Clifford	Jack Stempler
Dr. Milstead	Ann Weber
Richard Morehouse	

In order to provide a complete roster of defense committees at the time, the membership of the Speakers Bureau previously organized was included.

Speakers Bureau

Dr. Snyder, Chairman  
Mr. Conrad  
Dr. Ogg

The purposes and duties of the various committees are outlined in the preliminary report of the original committee. It will be noted that the membership of the various committees comprise faculty members and students and that the original committee, which was resolved into the committee on Coordination of Defense Activities, is made up of representatives of the various other committees, the president of the Student Government Association and another student, Lt. John Macchi who represented the student body at large. This provided the necessary organization for coordination purposes. The earliest accomplishments of the committees before Pearl Harbor were concerned with "Education for Defense" and may be listed as follows:

a. Speakers Bureau

The Speakers Bureau in cooperation with Dr. Audley H. F. Stephan, Chairman of the State Committee on Civilian Defense, and Dr. Robert Hugh Morrison, State Director of Teacher Education, prepared a considerable

The following is a list of names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1914.

Committee on Finance  
Mr. J. P. Morgan  
Mr. C. D. Walcott  
Mr. J. D. Rockefeller  
Mr. J. C. Harriman  
Mr. J. A. C. Reade  
Mr. J. B. Condit

Committee on General Management  
Mr. J. P. Morgan  
Mr. C. D. Walcott  
Mr. J. D. Rockefeller  
Mr. J. C. Harriman  
Mr. J. A. C. Reade  
Mr. J. B. Condit

Committee on Engineering  
Mr. J. P. Morgan  
Mr. C. D. Walcott  
Mr. J. D. Rockefeller  
Mr. J. C. Harriman  
Mr. J. A. C. Reade  
Mr. J. B. Condit

Committee on Sales  
Mr. J. P. Morgan  
Mr. C. D. Walcott  
Mr. J. D. Rockefeller  
Mr. J. C. Harriman  
Mr. J. A. C. Reade  
Mr. J. B. Condit

It is to be noted that the names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1914, are the same as those of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1913.

Committee on Labor  
Mr. J. P. Morgan  
Mr. C. D. Walcott  
Mr. J. D. Rockefeller  
Mr. J. C. Harriman  
Mr. J. A. C. Reade  
Mr. J. B. Condit

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number of faculty members to speak on various phases of civilian defense and later, on various war issues. This bureau has, as a result, provided speakers for various communities throughout the northern part of the state. It has also participated in the development of the library Key Center for War Information.

#### b. Committee on Information and Participation

##### (1) Morale

The objective of this committee was to maintain a high level of civilian morale. In doing this, it was the purpose of the committee to provide abundant information relative to the democratic way of life, the Army, Navy, and Marines and their respective part in the war, the implements of war and their use, shortages, bottle-necks, conversion of industries, production problems, transportation, wages, costs of living, inflation, farm problems, price ceilings, taxes, food and fuel rationing, man power, women in industry, and the place and importance of every individual though he be but one of many millions. This was attained through various established courses, lectures, exhibits, bibliographies, and discussion groups.

##### (2) Key Center for War Information

The college was designated by the U. S. Office of Education as one of three Key Centers for War Information for the State of New Jersey. A special sub-committee was made up of Dr. D. Henryetta Sperle, Chairman, Prof. Lawrence Conrad, and Miss Margaret G. Cook. This committee solicited the aid of the total membership of Kappa Delta Pi and with its cooperation, the Key Center for War Information served as a clearing house of information to schools, colleges, and community agencies.

Books, maps, posters, pamphlets, and bulletins have been received from approximately fifty organizations. In addition to the materials sent expressly to the Center, the librarian of the college makes readily available its own materials on civilian defense and morale. Bulletins describing the work of the Key Center for War Information have been published and circulated and bibliographies have been prepared and circulated. Exhibits have been prepared and speakers from the Speakers Bureau have been made available.



## (3) War Service Guidance

The second sub-committee, made up of Dr. Otis C. Ingebritsen, Chairman, Dr. Charles W. Finley, and Prof. Claude E. Jackson, has been collecting material relative to the types and conditions of service in the Army, Navy, and Marines. This committee has provided, through group meetings and individual counselling, personal guidance to young men of the college whose cases were up before the draft boards or who wished to enlist. The committee has made it possible for men students with special qualifications to find the most appropriate and effective ways of rendering military service.

## (4) Alumni and Service Records

The office of the Alumni Association has found means of gaining information relative to members of the Alumni in war service and through the college newspaper and other means have kept the student body and staff in touch with the training and exploits of our men in service. Regular correspondence with men in service has been promoted by the committee. Newspaper clippings, photographs, and pictures have been kept and exhibited. The stars on the service flag number approximately 250 and a memorial service was held for the first Gold Star man, Lt. Neal Takala who was killed in service in Australia.

Dr. Heber H. Ryan, Chairman of the Committee on Information and Participation was drafted by the State Department of Education to head its state committee on morale in state schools and colleges. Dr. Edwin S. Fulcomer was appointed to take his place as chairman of the committee.

## c. Committee on Current Economic and Post-War Adjustments

This committee has made an extensive study of its problems. Various members of the committee have become familiar with the work of organizations established to study post-war problems and have met with leading authorities in this field, Dr. Elwyn C. Gage, Chairman, and his associate, Mr. John J. Kellahan, spent a few days in Washington for the express purpose of getting first-hand information.

The committee made its preliminary report in the spring of 1942. This is a document of considerable significance and is therefore included herewith.

the first of the great principles of the American Revolution was the right of the people to alter or to abolish their government, and to institute a new one, if the old one was found to be oppressive or tyrannical. This principle was the foundation of the American Revolution, and it was the principle which gave the people the right to demand a new government, if the old one was found to be oppressive or tyrannical. This principle was the foundation of the American Revolution, and it was the principle which gave the people the right to demand a new government, if the old one was found to be oppressive or tyrannical.

### THE HISTORY OF THE UNITED STATES

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## PRELIMINARY REPORT

### OF THE COMMITTEE ON POST-WAR PLANNING

#### NEED FOR EARLY PLANNING

There seems to be general agreement that a main reason for the failure to arrive at a more satisfactory settlement at the end of World War I, and for the difficulties in which we now find ourselves, was a failure to give adequate consideration in advance to those problems which were bound to arise at the end of the war. The sooner planning for the post-war world begins, the better. And since it is impossible to be sure when the present war will end, the sooner we evaluate that information we have, the better. That is the reason for this preliminary report. It is conceivable--though not likely--that the present war might come to an end this fall or in the early winter. Therefore, it seems wise to summarize the present state of progress in planning and to indicate those problems or issues which--as things now stand--seem to be worthy of more elaborate consideration and investigation. It may be that special provision will seem desirable with respect to some of them. We recognize that this report is incomplete. We do not suggest that the conclusions suggested in it are in any way final. They are subject to change as the times change and as more information becomes available.

#### INFORMATION AVAILABLE

Fortunately there is already considerable information available. Already, in this war, a great number of organizations, public and private, have begun to investigate and to plan for the post-war world. Over a hundred of these, ranging all the way from the specialized planning groups of private business corporations to the very inclusive study being made by the National Resources Planning Board, are now functioning. Mr. George B. Galloway has already compiled a book of 170 pages providing a bibliography covering the researches now in progress.

This committee is attempting, as one of its functions, to collect and organize material of this sort. A sub-committee (Mr. Seybold and Mr. Glenn) have already prepared and typed a quite extensive bibliography, listing books, pamphlets and special reports and studies which have to do, directly or indirectly, with post-war planning, with particular reference to educational implications. At the same time a library of literature of this sort is being accumulated. This may eventually become a part of the library of the Montclair Information Center located at the college.

#### PREDICTIONS AS TO THE POST-WAR WORLD

Since no one can foresee the future, especially in detail, post-war planning is necessarily based upon certain assumptions. It must be assumed that the war will end in a victory for the United Nations. A victory for Hitler would make planning futile; a stalemate would inevitably force the United States to become a militaristic nation for some time to come, a social state so abnormal that planning for it would, again, be useless. But, if we premise a democratic victory, certain large consequences can be assumed with assurance.

#### THE ECONOMIC FUTURE

A leading authority on economics has recently analyzed the probabilities as follows: for several decades before the war certain world-wide economic trends were unmistakably apparent, he believes; these were: (1) the steady advance of technology, carrying with it the saving and displacement of labor and the increasing dissatisfaction of agrarian classes everywhere, (2) the struggle for a higher standard of living and the growing insistence of the masses on their right to enjoy the good things of this world, (3) the steady growth of "social protectionism"--that is to say, of governmental assumption of responsibility for the well-being of the masses, (4) the equally steady growth of governmental control of and planning for economic change, (5) especially the increase in most countries of governmental control of finance and financial methods, (6) an accelerating movement toward a re-distribution of wealth, (7) the increasing importance of management and labor, rather than of capitalists, as the dominating factors in economic control. This writer believes that the effect of the war will be to intensify greatly all these trends and that we may safely assume that the post-war world will be one in which these tendencies determine



not only the economic but the political picture. Such trends help to explain the rise of Hitler and Mussolini; they are behind the developments in Soviet Russia; England, especially as represented by the British Labor movement, has been greatly influenced by them; they are implicit in the program of the New Deal in this country. Planning, therefore, in this author's opinion, should be based upon them, not upon a futile effort to preserve an old order which has already practically vanished. Many, if not most economists, would probably agree with him.

But these are interpretative generalizations and do not constitute a specific program of planning for the future. Such a specific program, based pretty much upon the above assumptions, may perhaps be seen in the plans already set up by the National Resources Planning Board---to whom the author mentioned has been an advisor. The Planning Board has set it-self, in its investigations and reports, to prepare data and devise methods (1) for effecting a smooth transition of the demobilized forces to normal economic life, (2) for a greatly expanded public works program, involving full utilization of our natural resources and productive power, (3) for cooperation with existing industries to these ends, (4) for a wide expansion of governmental services, aimed especially at health, recreation and youth, (5) for increasing social security, (6) for more effective control of finance, and, (7) for furthering international cooperation.

Respecting certain economic outcomes of the war there can be no doubt at all. (1) There is bound to be, temporarily at least, a tremendous unemployment problem, (2) there is certain to be a huge army of young people, whose leisure and future economic well-being must be provided for, (3) there surely will be an enormous national debt, estimated as between two and three hundred billion dollars.

THE POLITICAL FUTURE The political settlements which this war may bring seem harder to foresee than certain of the economic results. But there are various possibilities of which we are certain to hear much more because powerful interests are already enlisted in behalf of one or another of them. According to one informed analysis the picture at present looks somewhat as follows: (1) there is, in certain centers of European thought, a hope for a kind of Federation of Europe, based upon the democratization of the nations of the continent and their organization into five natural geographic areas. (2) The liberal thought of the world, particularly in England and the United States, is inclined to favor some sort of international Federation in which, perhaps, a reconstructed League of Nations will dominate, and along with which there will be an international police force of some sort and in which an effort will be made to bring about some sort of free trade. (3) There is already the well-worked out program of the British Labor Party, which, because of its sympathetic attitude toward Russia, may have great influence at the end of the war, and which includes the following specific points:

- a) continuance and increase of governmental control of business and economic life.
- b) use of taxation to equalize wealth everywhere
- c) state control of finance
- d) public works projects
- e) reduction of the high cost of living for the masses
- f) an association of nations with certain powers of international economic management.

(4) Certain "left wing" groups in England wish to go farther and are talking about the conscription of wealth, the abolition of luxury production and living, the freeing of all subject peoples and the distribution of the world's resources among the world's peoples. (5) The Socialists and Communists the world over seem to have no specific program except that they insist on following the lead of Russia. (6) American labor is represented as having nothing very clear-cut in the way of a program, but to be committed rather vaguely to some plan for international cooperation. This analysis as a whole assumes that the working people the world over will not tolerate, at the end of this war, some settlement which tries to get back to "business as usual", "laissez-faire" and all the other catch-phrases of the eighteenth century, still dear



to the hearts of the wealthy classes.

Whatever settlement may eventually be brought about, one thing is certain: we shall, in this country, as soon as the war is over, be confronted with a situation not unlike that at the end of the last war. The government in power will be charged with the responsibility of bringing about the settlement, and all those who have partisan purposes to serve will do their best to obscure issues and misrepresent them. It seems highly desirable that people should make up their minds in advance, in an unbiased spirit, before prejudice and partisanship have been aroused, as to what they want or will be willing to support. We know that what wrecked the last peace more than anything else was a public opinion in this country which was ignorant and distracted by false propaganda.

EDUCATION IN THE POST-WAR PERIOD Perhaps the safest basis for a prediction as to the influences of the war upon education and for suggestions as to the adjustments which educators might make would be one which took into account the political and economic trends already outlined and which, at the same time, took into account certain trends in education--or with respect to education--prior to the war. It is hard to escape the conclusion that the public--or influential elements in the public--have been increasingly critical of education in recent years. These criticisms are various, but three of them are heard again and again. (1) The schools are regarded as being inefficient in the sense that they take a long time to produce an education which has, at best, a doubtful functional value. (2) The schools are regarded as being far too costly in terms of taxes. (3) Though there is a great deal of talk among convening educators about democracy and citizenship and about education for both, education for democracy has been lacking in vitality and in producing results. It seems very likely that the effect of the war will be to intensify, rather than diminish these criticisms. Many believe that the enormous national debt will give great impetus to tax-payer's leagues and such like organizations everywhere, that they will shout ever more loudly for cutting down the appropriations which go to the schools. Also, there are many who think it certain that the prevailing atmosphere (socially speaking) after the war will be one which stresses economy and efficiency, and that in education the emphasis must be on education for very tangible, immediate, practical results. And if the democratic powers win the war and become responsible not only for governing themselves but the rest of the world as well, the responsibility of citizenship in a democracy will be greater than ever, and the need for effective citizenship greater than ever, and the pressure for more efficient education in that direction stronger than before.

What will, or what should education do to meet this new situation? Already many educators and laymen have expressed opinions as to the proper answer to this question. This committee summarizes below what seem at present to be certain well-developed trends in thinking; only those which are more than the views of some single individual are mentioned.

(1) There is a strong conviction that a result of the war will be a greatly augmented development of government youth services of various sorts, such as C.C.C. and N.Y.A. The feeling is that there will be a huge number--one authority thinks 30,000,000--of young people whose leisure must be provided for and for whom practical preparation for employment and economic activity must be provided. And the view has been expressed that if the schools do not participate largely in this work, they will become a secondary educational institution and that the various Federal authorities will supersede them.

(2) A number of educators believe that there will have to be greatly increased emphasis upon vocational education and upon guidance programs. Some go so far as to say that much of education should be "on the job" and not in school, that in cooperation with community economic activities the schools should pass students from one "real" situation to another in the economic life of the community, and that hours in school might be reduced to a mere fraction of what they now are.



(3) Another opinion frequently expressed is that after the war schools will not be so completely under the domination of educators as in the past. One view is that community participation in the direction of school affairs will reach a point where committees of citizens determine the curriculum of the school and the educator will act only as leader and guide. The thought back of this belief is the idea that the curriculum of the average school is not functional, that the functional curriculum is that which is directly fitted to the particular community which the school serves. Some such thought is behind a certain well-known experiment now going on in New Jersey. An educator at present in a most important national position has said that this trend is the one, in his opinion, most certain to come out of the war.

(4) Others believe that radical changes in training for democracy must be undertaken. One leading educator has said that in his view there should be definite "indoctrination" of democracy and this view has been seconded by a prominent Pacific coast university President. Another educator who recognizes the same need, thinks training for democracy can never result from book study but that such training must arise from group activities which must be provided for that purpose.

(5) There seems certain to be a very appreciable growth in Adult education programs and of the Junior college movement. Both of these fit admirably the expected need for training and occupying the millions of younger people who will not at once find jobs in the postwar economic set up.

(6) Finally, there are, of course, numerous suggestions as to modifications of the content of existing curriculums. More conservative educators seem to feel that the direction of adjustment to such economic and political trends as have been described should be along the lines of providing subject-matter courses which might throw light on the trends. Needless to say, such suggestions do not impress those educators who think that the chief trouble with education now is too much "book learning."

(7) Possibly mention should be made of that school of thought which holds that education in what are sometimes called "attitudes" should be the main business of the schools. Some time ago a so-called "post-war" program was announced by a committee of these gentlemen; it boiled down to a suggestion that if their preachments of many years past were put into operation all would be well with the post-war world.



## CONCLUSIONS

The chief concern of this committee, of course, has been with respect to the influence of these trends - economic, political and educational - upon the teacher training of the future. We feel that it is almost certain that important readjustments will need to be made, and that the direction of these readjustments can already be foreseen in a general way. There has been for a long time a clash of educational philosophies in this country, a clash between those who believe in very "practical", immediately "functional" education and those who believe in the so-called "liberal" education whose results are less measurable in terms of "practicability". There is no doubt that the secondary schools are very much in the hands of those of the "liberal" persuasion, and that that fact has been determinatively influential in teacher training programs. There is no doubt, we believe, that the effect of the war will be greatly to strengthen the hand and increase the influence of those who think that education must be practical and immediately useful. It is not necessary to accept their predictions that the Liberal Arts education is "out", that the new education will only in part, and perhaps in small part, be carried on in the present formal schools, in order to believe that the objectives of the secondary schools and of the Teacher Training institutions serving those schools need to be re-evaluated and broadened if their influence is to be maintained. There are fundamental values in both viewpoints. Those of the "old" education will have to be fought for harder than ever before, and the fight will be lost if it is conducted by people with closed minds who seek only to keep everything that "has been" intact. There is very strong reason to believe that the education of the future will be by no means wholly in the hands of the organized school system of the present, and that new non-school educational facilities will require teachers and educational leadership. We believe that it may well be the function of a teacher training institution to consider provision of leadership for such new educational facilities quite as important as the training of teachers for the already existing formally organized schools. It is with such thought in mind that the following suggestions are made.

- I. There should be (on the part of our staff) a thorough and open-minded re-examination of objectives, with the purpose of taking into account new possibilities, and of setting objectives which, if possible, will contemplate the working out of a coherent, harmonious program for a wider educational service, involving the preparation of teachers not only for schools as they are but also for education as it may be in a society in which new educational agencies may arise. More specifically, it should be the object to plan for the incorporation into our present program of modifications which are expected to be in the direction of the "new order" and to do this with the intent of building as much as possible upon curriculum which we at present have. Possibly this step may best be taken by the appointment of a committee to draw up a tentative statement of objectives for presentation to the staff.
- II. There should be made a careful study of the Federal agencies engaged in "youth" training. As has been said, there is every reason to expect that these agencies will be of greatly increased educational significance following the war. The Director of the American Youth Movement believes that the chief function of teacher training institutions should be the training of leaders for these agencies. Even though this view may be thought to be extreme, it opens up a field of teacher-training possibilities which, in our opinion, should not be ignored.
- III. A great deal more attention should be paid to vocational guidance. It seems to us there is a real opportunity for leadership here. New Jersey, with the exception of a few communities, has been backward, unsystematic and haphazard in dealing with this problem. There will, we think, be an increasing demand for trained leaders in guidance work. Effective leadership in this field involves training in social service techniques which this institution, without disruption of present services, might well give. We believe that this whole problem should be carefully considered.



- IV. It seems very likely, if not certain, that there will be vastly augmented interest in adult education as a consequence of the war. We believe that a survey should be made of community opinion and wishes with respect to such adult education courses, upon the basis of which this institution might plan to furnish teachers not only from its staff but from its student body. It is not impossible that this movement will reach a point where the demand for instructors fit to do the thing desired may be very considerable.
- V. We believe that an outcome of the war will be a greatly stimulated demand for Junior College training at public expense. This may become especially acute if, as some believe, many Liberal Arts colleges fail to survive the war. In any case, education of this sort fulfills one of the basic needs which the Youth agencies are intended to serve. Though this committee realizes that plans to incorporate a Junior College here must originate elsewhere, we are of the opinion that it has a very definite place in any program for broader social service.
- VI. Perhaps the easiest way to make early adjustments entailing only slight modifications of the existing set-up is to include in the curriculum certain courses, new in character, which would be contributive to some of the larger objectives outlined above, if they were found to be desirable. Different members have suggested some courses of this description which are listed below. There was also some feeling in the committee that the rigidity of requirements for major subjects should be lessened in order to allow students to choose more widely and develop interests not necessarily tied up with the major subject. It was represented that there is a feeling of this kind among the students. New courses proposed were the following:
- Consumer education
  - Economics and Government
  - Post-War Problems
  - Public Administration
  - Public Health
  - Propaganda Analysis
  - World Relations
  - Occupational Information and "Job getting"
  - Methods in Social Service Work
- This list, needless to say, is not intended to be regarded as complete, but as representing suggestions made to us up to the present.
- VII. This report is intended to indicate the possible scope of post-war planning. It suggests numerous possibilities, each of which, if seriously considered, requires an independent study in itself before a complete, unified, coherent program can be worked out. We suggest, therefore, that the President, in so far as he considers the objectives mentioned worthwhile or possible, appoint special committees to investigate and work out detailed plans for these.

It seems to us that time is "of the essence" just now. It is desirable that agreement as to general objectives be achieved as soon as possible in order that specific planning may proceed.



#### d. Committee on Emergency Defense

This is the Civilian Defense committee of the college and as such has organized the personnel of the undergraduate college, the dormitories, and the college high school to meet eventualities that might arise in connection with actual invasion. The committee has made a careful inspection of all buildings, followed by recommendations relative to fire equipment, fire hazards, and safety zones. The administration has made an effort to follow the recommendations of the committee and has increased the facilities for protection. The committee has planned, charted, and conducted fire drills and air raid drills, and has made what seems to be adequate provision for the protection of lives and property.

Members of the faculty have given their services to the city of Montclair in connection with the Montclair Defense Council. Dr. Hadley is acting as Controller and is assisted by Dr. Freeman, Mr. Geigle, and Mrs. Greene.

#### e. Committee on Coordination of Defense Activities

This committee has representation from all other war-time committees of the college and serves two main purposes. First, to coordinate the various activities of all committees and thereby bring about unified and efficient service and, second, to discuss and recommend policies and new activities. This committee has met weekly over a long period of time and its work is evidenced by the comprehensive report which was made before Pearl Harbor.

### 2. Curriculum Adjustments to Meet War Needs

#### a. New Courses

Among the first courses added should be listed the following:

- Consumer Mathematics
- Statistical Inference and Sampling Theory
- Industrial Chemistry
- Industrial Physics
- Science in Transportation
- Standard First Aid Courses - Elementary and Advanced
- Meteorology
- Conservation of Natural Resources
- The Americas: Economic and Cultural Survey
- History and Development of South America
- Politics in the Far East
- Economic History of Europe
- Diplomatic History of the United States
- Beginning Spanish
- Business Management
- Vocational Guidance
- Community Recreation in the School



More recent additions have included the following:

Teaching Mathematics in a War-Time Program  
 Practical Avigation and Navigation  
 Defense Mathematics for Shop and Industry  
 Artillery Mathematics  
 Differential Equations with Applications to  
     Ballistics and Engineering  
 Water Analysis and Purification in Civilian Defense  
 Food and Nutrition in Defense  
 First Course in Aeronautics  
 Second Course in Aeronautics  
 Introduction to Radio Communication  
 Astronomy for Navigation  
 Physiology of First Aid  
 Economic Geography of Europe  
 Economic Geography of South America  
 Economic Geography of Asia and the East Indies  
 Cultural Backgrounds of World Civilization  
 Social Bases of Human Relations  
 Current and Post-War Problems in Economics and  
     Government  
 Post-War Adjustments  
 Conversations in Spanish  
 English Literature and the Rise of Modern Democracy  
 Conflicting Cultures in Contemporary Life  
 Youth in the Community  
 The High School Teacher and the War  
 Recreational Leadership in War-Time  
 High School Guidance for War Service

#### b. Undergraduate and Graduate Electives

Although many of the above courses are electives for undergraduate students, they are also made available to teachers in service through extension, part-time, and summer sessions. The primary objective is to prepare high school teachers in the fields of science, mathematics, geography, social studies, English, languages, and health to meet the new demands placed upon them as a result of war-time interests and needs. It should also be noted that the staff has recognized the necessity of making adjustments to the social, political, economic, and industrial war-time needs within their regular undergraduate courses.

#### c. Reserve Corps

During the past year, approximately thirty-five men students have joined the reserves of the Army, Navy, or Marines. These men together with others who have not made a declaration relative to their special fields of military service have been encouraged to take basic courses in mathematics, physics, health, and physical education. The War Service Guidance committee has counselled with all of the men and as a result special



sections of the regular courses in mathematics and science have been set up for men students. They have also been encouraged to elect courses in meteorology, aviation, radio, mathematics of aviation and navigation, and such other special war-time courses as may meet individual needs.

#### d. Commando and Military Tactics

The Physical Education Department has added to and adjusted its regular offerings by organizing what they have chosen to call "Cross Country Commando Training Course". The physical education instructors have laid out two rather extensive trails or running courses over different parts of the campus which involve various obstacles or hazards and provide for a considerable number of hardening exercises. The men students have accepted these assignments and have followed them regularly. The same students have also asked for and received a six-weeks unit of military training. This was in anticipation of the fact that many of the boys will soon be in the armed forces and will benefit from such procedure. Letters from several of the men who have had that work expressed sincere appreciation for this introduction to army tactics. At present, the men are studying the possibility of organizing a Montclair R.O.T.C. to meet one day a week as an extra-curricular activity. Over thirty men have petitioned for this work. This group may be organized into a company to receive practice and instruction in the following:

- (1) Military marching and tactics
- (2) Handling of arms
- (3) Military customs, courtesies, and discipline of the services
- (4) Theory of military formations, rankings, organization, aims, objectives, etc.
- (5) Physical fitness activities
- (6) Gas warfare protection
- (7) Special instruction in jiu jitsu, individual combat fighting, first aid, etc.

Lt. Eldon D. Brinley, Assistant in Physical Education, and Captain W. Paul Hamilton, of the English Department, have had training and experience in conducting this type of work. Mr. James P. Pettegrove, of the English Department, has had training and experience in jiu jitsu. Much enthusiasm has been expressed by the men students for the types of work outlined and also sincere appreciation for what they call cooperation from the college.

#### e. Senior Course

A course called "The High School Teacher and the War" was organized during the year for all senior students and

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, and who have been sworn in as such.

DEPARTMENT OF THE INTERIOR

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, and who have been sworn in as such.

- (1) Secretary of the Interior
- (2) Assistant Secretary of the Interior
- (3) Chief of Bureau of Land Management
- (4) Chief of Bureau of Reclamation
- (5) Chief of Bureau of Indian Affairs
- (6) Chief of Bureau of Geographical Names
- (7) Chief of Bureau of Fish and Wildlife Service
- (8) Chief of Bureau of Mines
- (9) Chief of Bureau of Prisons
- (10) Chief of Bureau of Census

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given three times a week during the last six weeks of the college year following student teaching. This course was planned as a result of the recommendation of the Coordinating Committee on Defense and approved by the faculty. The outline of the course was developed by a special subcommittee consisting of Dean Finley, Prof. Hatch, Prof. Glenn, and Dr. Partridge.

#### Outline of the Course

##### April 8 - Movie - "The Last Stronghold"

- 10 - The Theatres of War and the Players - Dr. Milstead
- 13 - What Are We Fighting For ) Developed
- 15 - Teaching the Constitution ) by
- 17 - The Classroom Teacher and Defense ) Prof. Hatch
- 20 - The Classroom Teacher and Defense - Dr. Fulcomer
- 22 - Our Armed Forces - Speaker through Dr. McLachlan
- 24 - The Defense of this Hemisphere - Dr. Snyder
- 27 - Legal Defense Organization of N.J. ) Dr. Snyder and
- 29 - Civilian Defense and the Schools ) Speakers Bureau

- May 1 - Safety in Times of Emergency - Mr. Clifford
- 4 - Organization for Morale in N.J. - Dr. Ryan
- 6 - Recreation during Emergency - Dr. Partridge
- 8 - Propaganda Today - Mr. Hollingshead
- 11 - Basis for Peace ) Developed by Dr. Gage
- 13 - After the War What ) and his committee on
- 15 - After the War What ) Post-War Adjustment

#### f. Acceleration

A discussion of the possibility and necessity of accelerating the college program was taken up by the faculty in December, 1941. By February, 1942, discussions lead to the recommendation of a plan whereby regular four-year students would follow a two-semester plan and the accelerated students would add a summer term of twelve weeks. Following this program, the first Commencement was held on May the 21st, 1942, and the first summer term began on May the 25th. Students electing the accelerated plan are able to complete the required 144 weeks of work for the A.B. degree in three years. From a student body of nearly 650, approximately 400 chose to accelerate their programs in order to graduate in three years instead of four.

#### g. Extension, Part-Time, and Summer Session

Because of the present restrictions on the use of gasoline and rubber, the enrollment of the extension, part-time, and summer session was greatly reduced as may be seen by the figures which follow under Statistics. A considerable number of war-time courses such as have been listed previously were offered for teachers in service and the number of such teachers taking these courses increased considerably during the year. In the spring of 1942, the State Board of Education called a



meeting. In order to clarify the position of the state teachers colleges relative to war-time courses, it was maintained and insisted that in accordance with the legal functions of the state teachers colleges, all courses should be primarily for the preparation of teachers. This resulted in such an announcement as is here attached. This ruling covered undergraduate as well as graduate work.

#### h. Minor Activities and Adjustments

Through the college store, the teachers college engaged in the selling of war stamps and bonds. This program was carried out with considerable success.

Conferences were held with high school principals and superintendents which discussed war emergencies and the curriculum and post-war problems in education.

A committee of staff and students collected large quantities of books and sent them to military camps.

An act rewarding college seniors inducted into military service was passed by the legislature. This reads as follows: "Any pupil in any of the public schools or educational institutions who shall enlist or be drafted into the military or naval forces of the United States after having commenced the work of his senior year, and who has satisfactorily completed his work in the school or institution up to the time of his enlistment, shall be given credit for the work of the then present term without examination, and shall be entitled to and receive the diploma, certificate, degree, or other credentials or standings awarded to those pupils or students of the school or institution who shall satisfactorily complete the work for the term."

Emergency certification of college seniors was recommended by the State Board of Examiners and approved by the State Board of Education. The new rule applied particularly to such fields as industrial arts, physical education, science, mathematics, business education, and music in which there were marked shortages. It reads as follows: "RESOLVED: That any New Jersey state teachers college student who has completed credit for three or more years in an approved curriculum may, on the recommendation of the college president and the approval of the Commissioner of Education, be granted a provisional teachers college certificate valid in the New Jersey public schools for one year in the grades and subjects specified in the president's recommendation. Upon the recommendation of the president and the approval of the Commissioner of Education, this certificate may be renewed annually provided the applicant has completed additional approved



college courses carrying six semester-hours' credit each year. The granting of a provisional certificate under the authority of this resolution shall not exempt the student from completing the requirements for graduation prior to the conferring of the degree by the teachers college."

Because of the accelerated program colleges are facing the possibility of graduating students faster than they can be admitted according to the regular plan of admissions. Therefore, beginning with January, 1942, more frequent entrance examinations were held and students were admitted at the beginning of the spring semester and at the beginning of the summer term.

In a democratic society in which the development and strength of a nation depend upon the voice and contribution of each individual and the efficiency and leadership of its fighting men depend upon their intelligence, morale, and training, it is evident that public education assumes a basic or fundamental role. The college has a keen sense of its responsibilities and opportunities and will strive to meet them effectively.

#### B. Buildings and Grounds

- Practically no changes have been made during the year in the physical facilities of the college. Attention has been given to repairs and general upkeep. Appropriations for these purposes have been fairly adequate.

#### C. Curricula and Courses of Study

The principal changes in the curricula and courses of study have been made in connection with the war effort and have, for the most part, been covered in the preceding report on Teacher Education in Relation to War Needs.

Considerable thought has been given to the development of a group of courses within the English Department which might qualify an English major to teach courses in the field of Speech in junior and senior high schools. Attention has also been given to a development of the course offerings in Physical Education, whereby students might meet certification requirements to teach Health Education courses in junior and senior high schools and also meet the requirements as set up by various city and recreational leaders. Because of the shortages of teachers of Spanish, a college minor in this language has been developed into a college major. At the same time, the number of students minoring in the field has not been decreased. The demand for teachers of instrumental music in junior and senior high schools has also received consideration. Proposals will be made relative to an adequate program of instruction for this type of service.



#### D. Library and Visual Aids

In September, 1941, Miss Zaidee Brown, Librarian, retired from active service. Miss Brown had been with the college since the introduction of its new curricula for the preparation of junior and senior high school teachers. The development of the library throughout this period may be credited largely to the intelligence and energy which she has given to this task. During the period, the library was changed from one which served the two-year normal school which prepared kindergarten and elementary school teachers to an undergraduate and graduate college library designed to serve in the preparation of junior and senior high school teachers, supervisors, administrators, and personnel directors.

It may be noted by referring to reports on the library over a period of fifteen years that marked changes have been made in the number and types of books, selection and use of auxilliary materials such as visual and auditory aids, and in physical facilities.

The efficiency of the library may be noted in connection with its average annual per capita circulation report of 76.88 per student. This is many times in excess of the average of 12 for the country as a whole.

Developments in visual aids service may be noted in connection with the report of 325 added catalogue units of teaching aids, making a total of 2,384. The circulation of these units has increased approximately 35% from July 1, 1941 to July 1, 1942.

#### E. Departments of Personnel and Office of the Dean of Women

The reports of the Department of Personnel and the Dean of Women have been prepared in detail and are included under departmental reports. These are a source of information relative to extra-curricular activities, training in "Social Competence", dormitory activities and services, student counselling and conferences, the results of the National Teachers Examinations, student financial assistance, studies of student status in relation to military service, college and alumni contacts with Montclair men in the armed services, and general alumni activities. Attention is hereby called to the interesting and important data found in these reports.

#### F. Instructional Departments

The number and types of departmental reports may be noted in the table of contents. The general outline of all reports covers

1. Trends and Developments
2. Statistical Report
3. Staff Activities and Research
4. Changes in Personnel and Course Assignments
5. Recommendations

Attention is hereby called to these reports on pages which follow.



## G. Financial Aid and Scholarships

	<u>Number</u>		<u>Value</u>	
Scholarships				
State	73		\$7,300	
Edward Russ	1		40	
Howe Memorial	3	77	252	\$7,592
Loans				
State	81		3,988	
Chapin Memorial	7	88	720	4,708
N.Y.A.	100	100	5,865	5,865
Student Jobs				
Fellowships	7		2,029	
Laboratory Assistants	10		750	
Waitresses	98		3,742	
Office and Misc.	24	139	710.25	7,231.25
Totals		297		\$25,396.25

## H. Part-Time, Extension, and Summer Session

## Part-Time and Extension Statistics

<u>Year</u>	<u>Number Offered</u>	<u>Courses Given</u>	<u>Total No. Students</u>	<u>Total Number Registrations</u>	<u>Average Number Courses Taken Per Student</u>	<u>Average Number Registrations Per Course</u>
1938						
Fall	46	44	518	851	1.6	19.3
1939						
Spring	65	57	606	940	1.5	16.5
1939						
Fall	62	54	646	1035	1.6	18.9
1940						
Spring	59	55	605	974	1.6	17.7
1940						
Fall	57	45	523	770	1.5	17.0
1941						
Spring	50	46	517	764	1.5	16.6
1941						
Fall	47	43	532	788	1.5	18.2
1942						
Spring	52	33	349	447	1.3	13.5

## Summer Session Statistics

Summer of						
1938	133	96	597	1393	2.3	14.5
1939	122	100	601	1407	2.3	14.0
1940	126	90	503	1185	2.3	13.1
1941	98	73	442	983	2.2	13.3
1942	103	84	248	655	2.6	7.7



It will be noted from the above data marked decreases have taken place since 1939. It seems imperative that these decreases may continue because of the extra assignments placed upon possible candidates for enrollment among the teachers in service and the restrictions placed upon travel because of gasoline and rubber shortages.

### I. Minor Developments

See Minor Activities and Developments. I-A-2-h.

## II. Enrollment Data

### A. Undergraduate Enrollment

The enrollment figures should be interpreted as actual registration figures at the end of a college year.

<u>Year</u>	<u>Enrollment</u>
1937-1938	797
1938-1939	755
1939-1940	712
1940-1941	655
1941-1942	641
1942-1943 Oct. 15	696

#### Enrollment by Majors for Past Five Years

<u>Majors</u>	<u>1937-38</u>	<u>1938-39</u>	<u>1939-40</u>	<u>1940-41</u>	<u>1941-42</u>
Business Education		29	51	79	103
English	239	216	179	159	141
Foreign Languages	156	128	126	102	98
Mathematics	129	119	95	91	89
Science	78	79	87	66	73
Social Studies	<u>195</u>	<u>184</u>	<u>174</u>	<u>158</u>	<u>137</u>
Totals	797	755	712	655	641

### B. Graduate Division

The following table provides enrollment figures and the number of A.M. degrees granted for the past five years. The decrease in number of matriculants for the A.M. degree corresponds quite closely with the decrease in summer session, part-time, and extension enrollment for the duration of the war.

<u>Year</u>	<u>Number of Matriculants</u>	<u>Number Receiving A.M. Degree</u>
1937-1938	327	50
1938-1939	434	60
1939-1940	472	72
1940-1941	489	76
1941-1942	435	66

It will be noted from the above that the Bureau has been very active in the past few years in the collection of data on the various aspects of the economy. It is now necessary that the Bureau should be able to provide a comprehensive picture of the economy as a whole and not just a partial view. This is why the Bureau is now planning to publish a series of reports on the various aspects of the economy. These reports will be published at regular intervals and will provide a comprehensive picture of the economy as a whole.

# I. General Information

The following information is for your information and is not to be used for any other purpose.

## II. Statistical Data

### A. General Statistics

The following statistics are for your information and are not to be used for any other purpose.

Year	Population
1970	100
1971	105
1972	110
1973	115
1974	120
1975	125
1976	130
1977	135
1978	140
1979	145
1980	150

Population in millions for each year.

Year	1970	1971	1972	1973	1974	1975
Population	100	105	110	115	120	125
Urban	70	75	80	85	90	95
Rural	30	30	30	30	30	30
Male	50	52	54	56	58	60
Female	50	53	56	59	62	65
Male	50	52	54	56	58	60
Female	50	53	56	59	62	65

### B. Economic Statistics

The following statistics are for your information and are not to be used for any other purpose.

Year	1970	1971	1972	1973	1974	1975
GDP	100	105	110	115	120	125
Per Capita	100	105	110	115	120	125
Unemployment	5	6	7	8	9	10
Inflation	2	3	4	5	6	7
Interest Rate	5	6	7	8	9	10

After granting master's degrees to 66 candidates in May, 1942, the classification of students still matriculated for the master's degree was as follows:

<u>Department</u>	<u>June 30, 1942</u>
<u>Integration</u>	
Administration and Supervision	88
Personnel and Guidance	42
English	81
Social Studies	89
Mathematics	27
Science	31
Language	11

### C. Totals - Enrollment and Graduates

The total enrollment (registration at close of the year) for the college including regular undergraduates, regular graduate students, summer session, part-time, and extension, and the demonstration high school for the year 1941-1942 was 1,914. The total for the previous year was 2,340 and the decreases is accounted for by the following data:

<u>Instructional Division</u>	<u>1939-1940</u>	<u>1940-1941</u>	<u>1941-1942</u>
Regular undergraduate	712	655	641
Regular graduate	35	17	7
Summer Session	557	440	209
Part-Time and Extension	1258	1040	881
College High School	<u>184</u>	<u>188</u>	<u>176</u>
Totals	2746	2340	1914

The above figures include duplicates. The reasons for decreases have been noted previously.

The total enrollment of the State Normal School from 1903 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	<u>1,028</u>
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930 to June 30, 1942 were as follows:

Graduates with A.B. degrees	2,117
Graduates with A.M. degrees	447
Withdrawals	<u>676</u>
Total	3,240



## D. Faculty Preparation

## Academic Qualifications of Full-Time Faculty over Five-Year Period

Degree	Per Cent of Faculty				
	1937-38	1938-39	1939-40	1940-41	1941-42
Doctor's degree or equivalent preparation	41.2%	42.7%	46%	50%	55%
60 semester-hours of graduate study	25.5	25.3	22	24	18
Master's degree or equivalent preparation	26.7	30.3	30	24	25
Bachelor's degree	4.7	0	0	0	0
M.D. degree	1.9	1.7	2	2	2

## E. Staff Changes

## 1. New Appointments to the Faculty

Brinley, Eldon D.	Instructor in Physical Education
Fries, Albert	Instructor in Business Education
Fulcomer, Edwin S.	Professor and Head of English Department
Holmes, Florence	Library Assistant and Head of Loan Desk

## 2. New Office Staff Members

Greene, Mary Dee	Secretary to the President
Moller, Frances H.	Secretary to the Registrar

## 3. Withdrawals from the Faculty

Brown, Zaidee	Librarian
*DeRosa, Jerome	Instructor of Physical Education
Fries, Albert	Instructor in Business Education
*McLachlan, Robert W.	Assistant Professor of Science
*Voliva, Richard	Instructor in Physical Education
*Military Service	

## 4. Withdrawals from Office Staff

Baldwin, Norma Heuser	Secretary, College High School
Ware, Helen E.	Secretary to the Registrar

## III. Recommendations

- A. A building program covering a fifteen year period was prepared in 1927. Chapin Hall and the College High School were built before the depression era began in 1929. In 1930, the Legislature made an appropriation of \$375,000 for an auditorium and classroom building. This appropriation was rescinded because of the impending depression, after complete



plans and specifications were prepared and contractor's bids were received. It has been understood that this project, which is ready for resumption on short notice, would receive preference when the country returns to a normal status. At present, reserve building projects have been reported and may be undertaken directly after the war. I should, therefore, place on record the recommendation that this part of the building program receive priority and that the following buildings now listed under reserve building projects also receive favorable consideration.

1. Science and mathematics building
2. Physical education and health building
3. Men's dormitory

- B. From time to time, data has been submitted relative to salary increases for staff members. It is obvious in these days of increased cost of living and increased taxes that comparatively low salaried people who, because of their professional status, are required to maintain a relatively high standard of living are faced with exceedingly difficult financial problems. In industry and commerce the need for salary increases has been faced realistically and satisfactorily. I can say without hesitation that in all my relations with teachers, I have never once seen them confronted with such exceedingly difficult financial problems. Well trained, progressive, experienced, and successful teachers are facing problems such as losing their homes, going through bankruptcy, increasing indebtedness, selling their insurance, and suffering privations not common in these days. Resultant despair and emotionalism has interfered with their morale and accomplishments. I respectfully recommend that the Governor and Legislature find ways and means of providing salary increases.
- C. It is highly important in these days that the administration and the staff be alert to the constant changes that are taking place in secondary education and consequent teacher education problems. The college through its various offices, committees, and staff members will, insofar as possible, comply with all well approved recommendations and contribute its best services to the winning of the war.
- D. Minor recommendations relative to secretarial work, increased allowance for necessary automobile travel, curriculum changes, admission requirements, and enrollments will be found in the reports of various departments. Attention is called to the report of the Dean of Instruction relative to a possible extension of conflicting curricula.



IV. Statistical Data Which Have Been Carried by the Annual Reports Over a Long Period of Years

Summary of Accounts for the Year 1941-1942

	<u>Summer</u>	<u>Part-Time &amp; Extension</u>	<u>Dormitory</u>	<u>Net</u>
Expenditures				
Current Maintenance				
Salaries & Wages	\$298,293.27	\$32,150.54	\$20,515.20	\$245,627.53
Materials & Supplies	71,171.42	150.74	48,845.21	22,175.47
Current Repairs	15,853.47	- - -	3,995.90	11,857.57
Other Misc. Expense	8,472.87	963.39	2,595.03	4,914.45
Additions	- - - -	- - - -	- - - -	- - - -
Total	\$393,791.03	\$33,264.67	\$75,951.34	\$284,575.02

A good working knowledge of the various uses of the word "control" is essential to the student.

The following are the most common uses of the word:

Use	Definition	Example	Notes
1. To regulate or direct	to control a machine	He controlled the engine.	Active use
2. To restrain or keep in check	to control one's emotions	She controlled her anger.	Passive use
3. To have power over	to control a country	They controlled the nation.	Active use
4. To be in charge of	to control a class	He controlled the lesson.	Active use
5. To be the cause of	to control a disease	The bacteria controlled the infection.	Passive use
6. To be the result of	to control a situation	The situation controlled the outcome.	Passive use
7. To be the cause of death	to control a person	The poison controlled him.	Passive use
8. To be the cause of failure	to control a person	The lack of preparation controlled him.	Passive use
9. To be the cause of success	to control a person	The hard work controlled him.	Passive use
10. To be the cause of a result	to control a person	The hard work controlled the result.	Passive use

## DISTRIBUTION OF ENROLLMENT

By Counties

1941-1942

<u>County</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Atlantic	4	4	8
Bergen	29	52	81
Burlington	1	2	3
Camden	1	7	8
Cape May	-	1	1
Cumberland	1	5	6
Essex	87	152	239
Gloucester	1	1	2
Hudson	19	47	66
Hunterdon	1	2	3
Mercer	2	1	3
Middlesex	4	6	10
Monmouth	5	15	20
Morris	5	20	25
Ocean	1	5	6
Passaic	24	61	85
Salem	-	1	1
Somerset	4	5	9
Sussex	-	3	3
Union	15	41	56
Warren	2	4	6
Out of State	-	-	-
Totals	206	435	641

Summary of Results  
of the  
Experiments

Series	Time	Temp.	Remarks
1	1	1	Normal
2	2	2	Normal
3	3	3	Normal
4	4	4	Normal
5	5	5	Normal
6	6	6	Normal
7	7	7	Normal
8	8	8	Normal
9	9	9	Normal
10	10	10	Normal
11	11	11	Normal
12	12	12	Normal
13	13	13	Normal
14	14	14	Normal
15	15	15	Normal
16	16	16	Normal
17	17	17	Normal
18	18	18	Normal
19	19	19	Normal
20	20	20	Normal
21	21	21	Normal
22	22	22	Normal
23	23	23	Normal
24	24	24	Normal
25	25	25	Normal
26	26	26	Normal
27	27	27	Normal
28	28	28	Normal
29	29	29	Normal
30	30	30	Normal
31	31	31	Normal
32	32	32	Normal
33	33	33	Normal
34	34	34	Normal
35	35	35	Normal
36	36	36	Normal
37	37	37	Normal
38	38	38	Normal
39	39	39	Normal
40	40	40	Normal
41	41	41	Normal
42	42	42	Normal
43	43	43	Normal
44	44	44	Normal
45	45	45	Normal
46	46	46	Normal
47	47	47	Normal
48	48	48	Normal
49	49	49	Normal
50	50	50	Normal
51	51	51	Normal
52	52	52	Normal
53	53	53	Normal
54	54	54	Normal
55	55	55	Normal
56	56	56	Normal
57	57	57	Normal
58	58	58	Normal
59	59	59	Normal
60	60	60	Normal
61	61	61	Normal
62	62	62	Normal
63	63	63	Normal
64	64	64	Normal
65	65	65	Normal
66	66	66	Normal
67	67	67	Normal
68	68	68	Normal
69	69	69	Normal
70	70	70	Normal
71	71	71	Normal
72	72	72	Normal
73	73	73	Normal
74	74	74	Normal
75	75	75	Normal
76	76	76	Normal
77	77	77	Normal
78	78	78	Normal
79	79	79	Normal
80	80	80	Normal
81	81	81	Normal
82	82	82	Normal
83	83	83	Normal
84	84	84	Normal
85	85	85	Normal
86	86	86	Normal
87	87	87	Normal
88	88	88	Normal
89	89	89	Normal
90	90	90	Normal
91	91	91	Normal
92	92	92	Normal
93	93	93	Normal
94	94	94	Normal
95	95	95	Normal
96	96	96	Normal
97	97	97	Normal
98	98	98	Normal
99	99	99	Normal
100	100	100	Normal

ANALYSIS OF ENROLLMENT BY CURRICULA  
1941-1942

<u>Department</u>	<u>Year in College</u>				<u>Total</u>	<u>Sex</u>	
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>		<u>M</u>	<u>F</u>
Business Education	36	26	19	22	103	40	63
English	30	34	40	37	141	18	123
Foreign Languages	33	29	23	13	98	18	80
Mathematics	23	29	20	17	89	38	51
Science	23	13	20	17	73	36	37
Social Studies	39	33	35	30	137	55	82
Totals	170	164	157	136	641	205	436

DISTRIBUTION OF GRADUATES  
May 21, 1942

For Secondary Teachers	<u>Not Previously Eligible for Certification</u>		<u>Previously Eligible for Certification</u>		<u>Totals</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Administration & Supervision	A.M.		20	2	20	2
Business Education	A.B. 11	11			11	11
English	A.B. 5	36			5	36
	A.M.		2	5	2	5
Foreign Languages	A.B. 3	12			3	12
	A.M.	1		3		4
Mathematics	A.B. 11	7			11	7
	A.M.		4	7	4	7
Science	A.B. 8	9			8	9
	A.M. 1		3	1	4	1
Social Studies	A.B. 19	21			19	21
	A.M. 2		6	4	8	4
Personnel & Guidance	A.M.		1	4	1	4
Totals		60	36	26	96	123
Graduate Curricula					46	30



PRELIMINARY REPORT  
OF THE  
STUDENT WAR ACTIVITIES COMMITTEE  
OF THE  
STUDENT GOVERNMENT ASSOCIATION

The Student War Activities Committee of the S.G.A. has, in connection with proposals set forth by the Federal Security Agency, begun to formulate an eight point program for student participation in the present war emergency. Much of the activity herein mentioned is in no measure a result of the efforts of the committee. Rather, the committee is first summarizing the steps already taken, in preparation for encouraging the continuation of those steps and also the introducing of new measures which will place as much as possible the potential energy and the resources of the student body of M.S.T.C. into the war effort.

1. Guidance into critical services and occupations

Critical services in this sense is interpreted as the armed services of the nation. In this connection M.S.T.C.'s student body has already been offered the competent, whole-hearted assistance of the faculty, and of Dr. Ingebritsen in particular. Dr. Ingebritsen has been, and still is offering his services to the student body as a most excellent liason man between all branches of the armed forces and the student body. The committee intends to encourage all male members of the student body to inquire about enlistment in the reserves.

Since M.S.T.C. is primarily an institution for the purpose of preparing its graduates for a single profession, namely that of teaching, it is somewhat more difficult to offer guidance into critical occupations other than teaching and its allied fields. However, the faculty, and this is primarily a faculty matter, is stressing the practical application of subject matter in many fields outside of teaching, for other occupations are calling for as many well trained college graduates as possible.

2. Wartime Citizenship

This too is primarily a faculty matter and has to do with the modifying of courses to adequately train the youth for effective citizenship in war time. The committee feels that the part of the student body in this endeavor should be to cooperate fully with the faculty in realizing the practical value to be gained from subject matter taught in class. The faculty can modify the courses to introduce aides in war time citizenship, BUT it is the STUDENT BODY which must GRASP them and PUT THEM TO USE!

THE NATIONAL ASSOCIATION  
OF THE  
FEDERAL BUREAU OF INVESTIGATION  
OF THE  
DEPARTMENT OF JUSTICE

The purpose of this study is to determine the extent to which the Federal Bureau of Investigation (FBI) is able to identify and locate individuals who are involved in criminal activities. This study is based on a review of the FBI's records and a survey of the FBI's personnel. The study found that the FBI is able to identify and locate individuals who are involved in criminal activities in a number of cases. However, the study also found that the FBI is unable to identify and locate individuals who are involved in criminal activities in a number of cases. The study suggests that the FBI should improve its methods for identifying and locating individuals who are involved in criminal activities.

1. INTRODUCTION

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2. METHODS

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### 3. Physical Fitness

Perhaps the greatest of all progress in connection with the war effort is being made by Mr. Brinley, the Physical Education Department, and the student body in an all-out drive to raise the standard of physical fitness at M.S.T.C. The Commando Course instituted by Mr. Brinley has been received with phenomenal enthusiasm by a large part of the student body, and everyone is rapidly becoming aware of its potentialities. The course itself is ideal and is constantly undergoing renovations. It is divided into sections "A" and "B", both of which are difficult and hazardous; and the fellows appreciate at long last that the Army, Navy, and Marine Corps offer no concessions to those who "Never did that sort of thing before"! Evidence of the popularity of the course is the fact that students go out to "take the commando" at their own volition and on their own spare time. That is the spirit of cooperation that the Student War Activities Committee wishes to encourage. Future plans include the building of a log obstacle with funds which the committee hopes to obtain for the project.

### 4. Military Drill

At this writing, little has been done by the student body in this phase of training. However, the groundwork has been laid, as recently as this last Tuesday, and a group of enterprising male students have organized a military tactics group. With Casey McNally as head of the organization, the boys have been assured of the whole-hearted support of Coach Pittsor and Coach Brinley. Efforts will be made to interest other members of the faculty in the enterprise which will consist of learning military tactics, manual of arms, marching drills, etc. The group is composed of those students already enlisted in the Army, Navy, or Marine Corps Reserves. Future plans include the purchase of dummy guns for use in the manoeuvres. The Student War Activities Committee hopes to obtain S.C.A. funds for the purchase of these guns.

### 5. Basic Training in Mathematics and Science

Another matter depending largely upon curriculum changes by the administration. However, the necessary changes having been made, the matter becomes one of student participation. For example, several extra courses in Mathematical Analysis have been offered to the student body with the suggestion that they be taken wherever possible. Despite the fact that they are not required, all classes are well filled. The work is being done only at a very great effort on the part of many of the students. Majors in languages, English, and social studies find the math extremely difficult at times, but realization that it is a great deal better to experience the difficulties here rather than when in competition for advancement in the armed forces, is a formidable incentive toward application to the course. Artillery math has also been introduced for the math majors.

The science department is naturally one of the most crucial departments in training fighting men for the service. At the request of a portion of the student body, the basic scientific course in astronomy has been changed to a basic course in radio. Changes such as that are typical of the student awareness of the war problems which they will have to face.



## 6. Pre-Flight Training

Without having investigated the details, the Student War Activities Committee is aware of the opportunities offered by Mr. Placek and his courses on aeronautics. At present, the course is an extension course but a possible future project for the committee would be to encourage the student body to request that regular aeronautics course be instituted in the curriculum.

## 7. Pre-Induction Training for Critical Occupations and Community Service

These last two points deal less with the faculty and more with the student body than many of the foregoing. Due to the nature of the curriculum at M.S.T.C., as has been mentioned, it is difficult for the administration to provide training in other than teaching fields. Critical occupations here means occupations where there are serious man-power shortages, agricultural and industrial for example. Very little has been done in this field and the scope of the field itself seems quite limited. The committee intends to investigate it further, however.

The greatest contribution that the committee feels it can make is in connection with the last point. The committee intends to organize volunteer workers to assist in Red Cross work. Groundwork is now being laid, with the cooperation of Mrs. Charles of the Red Cross, to have girls help with bandages, etc., at Mount Hebron School and in lower Montclair. Volunteers to sell war stamps and to aid in relief collections in the theaters will also be organized. In this connection too, the committee intends to promote the sale of war stamps and bonds on the campus through the college store and by appeals to the various organizations on campus. Some of these organizations are already at work. The Spanish Club, for example, has presented a part of their repertoire of dances as a part of a huge "Victory Carnival" in lower Montclair.

Still other miscellaneous plans are being made. A drive for the collection of scrap materials has been suggested. The Committee also intends to discuss the matter of incorporating the student body of the College High School in the Student War Activities Program.

Myron Kleinman  
Chairman



45  
September 25, 1942

President Sprague

REPORT OF THE DEAN OF INSTRUCTION, 1941-1942

The College and the War

As you well know, our major problems and interests for the past year have been our cooperation with local, state and federal groups in adapting our program and activities to meet civic defense and war needs. There has been an adjustment in both our curricular and extra-curricular work. Members of the staff are very active in local defense work. Three staff members are now in active service and others are daily expecting "the call".

This fall we are offering thirty-two courses in our Part-Time Division. Sixteen of these courses deal definitely with war and related activities. Courses in our regular schedule are being modified to meet the needs of men who will soon enter the service, and of teachers who must be prepared to teach in high schools having war-time curricula. Our Freshman-Sophomore schedule of classes has been so modified that all men in these two classes regardless of major work, may have a full year's work in mathematics and physics. It is rather interesting that about ten of the men in our Freshman class did not wish to take the mathematics-physics combination. Many courses, definitely of war emphasis, are available as electives to our Juniors, Seniors, and graduate students

It was found that the only way to get the most out of the program was to have the students work in groups. This was done by having the students work in groups of four or five. The students were given a list of questions to answer and they were given a certain amount of time to answer them. The students were then given a quiz to see how well they did. The results of the quiz were then compared to the results of the program. It was found that the students who worked in groups did better than the students who did not work in groups. This was true for all of the questions on the quiz. The students who worked in groups also seemed to enjoy the program more than the students who did not work in groups. This was true for all of the students who took the quiz. The results of the quiz were then compared to the results of the program. It was found that the students who worked in groups did better than the students who did not work in groups. This was true for all of the questions on the quiz. The students who worked in groups also seemed to enjoy the program more than the students who did not work in groups. This was true for all of the students who took the quiz.

This fall we are offering introductory and intermediate courses.

2025 RELEASE UNDER E.O. 14176

to have the model fit was also tested (the results are in Table 1).

no data is provided to show a significant trend over the period.

any activity in need and access to suitable equipment for

There is great potential to make the user interface more robust and user friendly.

10-10-1964

### The Graduate Division

A comparison of the enrollment in our Graduate Division last year and this is as follows:

	<u>1941-42</u>	<u>1942-43</u>
Administration & Supervision	125	91
Social Studies	106	93
English	99	82
Mathematics	46	26
Science	44	31
Personnel and Guidance	42	42
Foreign Languages	<u>26</u>	<u>10</u>
Total	488	375

Thus it is seen that, on paper, there has been a decrease of nearly twenty-five per cent. In reality the decrease is much larger because many of the registrants have allowed the five-year period for the completion of the work to elapse and many have dropped the work without reporting the fact to us. Later we shall revise our lists again.

During the entire summer term and the first two weeks of the 1942 fall semester but two new students were matriculated for the Master's degree. Ordinarily this number would have been above fifty. To date more than half the courses offered in our Part-Time division are being dropped because of insufficient registration. We are receiving numerous requests from graduate students for an extension of time in which to complete their requirements for the Master's degree. All these facts point to the necessity of a drastic curtailment in offerings in our Part-Time and Graduate divisions. My prediction a few years ago that the number of students receiving the M. A. degree would soon outnumber those receiving the B. A. degree now needs revision. It now looks as if those receiving the M. A. degree will soon reach the vanishing point, if present war conditions and gas and rubber rationing prevail.

[illegible][illegible]

It is an interesting fact that the problem occupying most of the time of staff meetings two years ago, and which formed a major place in this report, received no staff attention at all last year - the Five Year Plan. All considerations of this plan were swept aside, at least for the duration, when the State Board and the State Commissioner instituted the emergency plan of accelerating our work so that students might be able to do the four year's work in three. We have fully cooperated with the Board and Commissioner in this measure and more than two-thirds of the student body are now enrolled in that program. The fact that the present date finds us with all our graduates "placed" shows the wisdom of entering whole-heartedly into the plan.

#### The Accelerated Program

In discussing the acceleration program last year, we made it clear to the student body that it was definitely optional. No pressure was used by the college administration to influence the students pro or con. Eighty per cent of the present seniors elected to participate in the accelerated program as did seventy-nine per cent of the juniors, sixty-three per cent of the sophomores and sixty-six per cent of the freshmen.

Because of the acceleration plan we have the unique situation confronting us this year of graduating three groups. The January group will number approximately 117 students; the May group, 30; and the August group, 130. Thus it follows that before we admit another full-sized Freshman class we will have graduated approximately forty per cent of our present student body.

It is an interesting fact that the previous management of the  
line of this company was very good, and which showed a very high  
in this respect, and an excellent record in all that was done - the  
five last years. All considerations of this kind were very much  
at least for the moment, when the time would have been very  
slightly improved the management of the company for such an  
long period, and it is also to be seen that the company is now  
very well equipped with the best and most complete in this manner  
and very much improved of the system, and are working in the  
future. The fact that the business is done on such a large  
scale, and that it is also in a very much improved state, is a

It is stated that the investigation was not completed, as it was not possible to obtain the necessary information from the witnesses.

Because of the concentration given to the major activities  
concentrated on this part of the program. The program  
group will receive approximately 11 students (the 100 group, 50  
and the 100 group, 100). It is felt that there will be a  
number of students in the program who will be interested in  
the work of our government.

If to these graduates we add those who will complete certification requirements in our Part-Time division, the college will furnish approximately 300 certified secondary teachers this year. Judging by present conditions, these teachers can all be placed and there will still be an insufficient supply of teachers in the State.

In each of the following years there will be but two graduating classes, a small one in May and a large one in August. This raises the question of graduating exercises. Shall we have two or only one? If one, when shall it be, May or August? The following chart shows graphically the progress of our present classes, both accelerated and regular, to graduation.

Progress of Present Classes

		<u>1942-1943</u>			<u>1943-1944</u>			<u>1944-1945</u>			<u>1945-1946</u>	
		Fall	Spr.	Sum.	Fall	Spr.	Sum.	Fall	Spr.	Sum.	Fall	Spr.
Sr.	Acc. 116	<u>116*</u>										
	Reg. 30	<u>30*</u>										
Jr.	Acc. 130	Jr. <u>130</u> *										
	Reg. 30	Jr. Jr.			Sr. <u>30*</u>							
So.	Acc. 105	So. Jr. Jr.			Sr. <u>95</u> *							
	Reg. 62	So. So.			Jr. Jr.			Sr. <u>56*</u>				
Fr.	Acc. 142	Fr. Fr. So.			So. Jr. Jr.			Sr. <u>128</u> *				
	Reg. 71	Fr. Fr.			So. So.			Jr. Jr.			Sr. <u>64*</u>	

\* Indicates graduation semester.

— Underscored numbers indicate supervised teaching period and estimated number of students in group.

Figures for Sophomores and Freshmen who graduate and for Freshmen accelerants and regulars are estimates.

It is these conditions as and there are all complete facilities  
 this arrangement in the first-class division, the second-class division  
 approximately 500-600 persons, approximately 2000 persons, and  
 for further facilities, these persons are all in the first-class and they are  
 1901 to 1902 in the first-class and they are in the first-class.

In view of the following facts there will be the first-class  
 division, a small one in the first-class and a large one in the first-class.  
 The facilities of the first-class division. There will be a small one in the first-class  
 It will, then, be in the first-class, the first-class and the first-class  
 approximately the number of the first-class division, with facilities  
 and facilities, in the first-class.

### TABLE OF FIRST-CLASS

	1901-1902		1902-1903		1903-1904		1904-1905		1905-1906	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
1st	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
2nd	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
3rd	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
4th	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

\* Indicated facilities, however.  
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### General Considerations

The accelerated program and the decline in numbers of students applying for admission operate drastically to reduce the size of our student body. We now have a student enrollment of 691; at the end of the Fall semester this number will be reduced to approximately 585; at the end of the Spring semester to 555, and to 425 at the end of the summer session. This means that for best interests of the college, State and staff we should admit a Freshman class in September 1943 of 300 or more. With the increased demands for civilian workers and for men in war service, it is doubtful whether we can get such a large number of new students.

Increased cost of living has automatically operated in lowering teachers' salaries. As mentioned above, only a few of the Part-Time courses are filling. This again operates in decreasing the salary of most of our instructors. These two things, plus greatly increased income taxes, have so affected the yearly income of some of our instructors that they are facing a real problem in meeting their financial obligations. A careful estimate shows that these three factors will lower staff salaries to an average of more than \$500. The forthcoming income tax will, in all probability, greatly add to this figure.

The decrease in number of students has relieved our crowded classroom condition, but we are still sadly in need of an auditorium for assemblies, music, dramatics and such. If in such a building we could house a cafeteria ample for the college and could have rooms for music, the efficiency of the college would be greatly increased.



As you already know, Professor Hatch and I are contemplating retirement at the end of the coming Spring semester. Unless other resignations occur, it now looks as if no new members will be needed next year. It goes without saying that both or either of us will continue our services if in your judgment we should remain.

In the courses now offered in the evening at Paterson State Teachers College are: Marketing, French, German, Spanish, College Algebra, Differential Calculus, College Chemistry, Qualitative Analysis, College Physics, Accounting, and others definitely related to preparation of high school teachers. No doubt this work is a part of their Junior College program; nevertheless, this operates in duplicating our effort in subject-matter courses and, with the addition of the required professional courses, would make Paterson, Newark and Jersey City institutions for the education of both high school and elementary school teachers. Nothing in the state rules concerning teachers certificates would prohibit this. It might even be possible for these institutions, with a few changes in schedule, to certify their graduates in both the elementary and secondary fields. This certainly would give them a strong advantage over Montclair.

If this war is terminated in the way we hope, and if history repeats itself, within a few years after it is over there will be an oversupply of teachers. Our acceleration plan would only serve to aggravate the condition. Perhaps it would be well to plan to abandon our present plan for the first incoming class following the termination of the war. It might also be well to consider the adoption of the Five-Year plan for this same class.

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Because of the rationing of gas and rubber, it might be well for us to consider a reduction in the number of supervision visits to students in practice and to the placement of our students in nearby high schools or to those of easy access by train, trolley and bus.

C. W. F.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

July 30, 1942

Dr. Harry A. Sprague  
State Teachers College  
Montclair, New Jersey

My dear Dr. Sprague:

I submit herewith the report of the Office of the Registrar of the college for the academic year 1941-1942. The accompanying tables which constitute the main part of this report set forth the facts concerning our enrollment statistics and the distribution of our graduates for the current year. A study of these records reveals what is perhaps the most significant change in the academic year just ending; namely, the fact that we had three registrations rather than two, as heretofore. Shortly after the beginning of our second semester the decision was made to accelerate our college program by offering a twelve-week summer term, which would enable our undergraduate students to complete work for the Bachelor's Degree and for the Secondary Certificate at dates earlier than those anticipated in the conventional four-year curriculum. This was, of course, a measure recognizing an emergency of anticipated teacher shortage occasioned by the war. As a result of this action by our Governing Board we have had three hundred and eighty-four (384) undergraduate students registered in the Summer Session of 1942.

Early in November, 1941, Miss Helen Ware, who had for ten years served the college efficiently as Secretary to the Registrar was obliged to withdraw because of illness. The vacancy created by her withdrawal was filled February 1, 1942, by the appointment of Miss Frances H. Moller, a graduate of the college in the Class of 1930.

Respectfully submitted,

*Charlotte G. Marshall*

Registrar

CGM:ejh



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

ANALYSIS OF ENROLLMENT  
October, 1941

	First	Second	Third	Fourth	Fifth	Totals	Sex	
For Secondary Teachers							M	F
Business	35	27	18	26		106	42	64
English	30	36	40	37		143	17	126
English-History								
English-Mathematics								
Foreign Languages	34	29	26	14		103	21	82
Geography-History								
General								
Mathematics	22	29	21	19		91	37	54
Math.-Science								
Science	21	12	20	17		70	35	35
Social Studies	35	36	34	34		139	58	81
Totals	177	169	159	147		652	210	442
For Part Time Students							150	268
For Extension Students							32*	81*
GRAND TOTALS	177	169	159	147		1,183	392	791

Of this number, 13 men and 4 women were taking other courses in the Part-Time Division.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Distribution of Enrollment by Counties  
as of October 1, 1941

County	Men	Women	Total
Atlantic	4	4	8
Bergen	29	52	81
Burlington	1	2	3
Camden	1	7	8
Cape May	0	1	1
Cumberland	1	5	6
Essex	91	153	244
Gloucester	1	1	2
Hudson	19	49	68
Hunterdon	1	2	3
Mercer	2	1	3
Middlesex	4	6	10
Monmouth	5	15	20
Morris	7	23	30
Ocean	1	5	6
Passaic	22	62	84
Salem	0	1	1
Somerset	4	5	9
Sussex	0	3	3
Union	15	41	56
Warren	2	4	6
Out of State	0	0	0
TOTALS	210	442	652



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

ANALYSIS OF ENROLLMENT  
February 6, 1942

For Secondary Teachers Admitted 1/26/42		First	Second	Third	Fourth	Fifth	Totals	Sex	
								M	F
Business	2	34	26	19	22		103	40	63
English	2	28	34	40	37		141	18	123
English-History									
English-Mathematics									
Foreign Languages		33	29	23	13		98	13	80
Geography-History									
General									
Mathematics	3	20	29	20	17		89	38	51
Math.-Science									
Science	2	21	13	20	17		73	36	37
Social Studies	5	34	33	35	30		137	55	82
Totals	14	170	164	157	136		641	205	436



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

Distribution of Enrollment by Counties  
as of February 6, 1942

County	Men	Women	Total
Atlantic	4	4	8
Bergen	29	52	81
Burlington	1	2	3
Camden	1	7	8
Cape May	0	1	1
Cumberland	1	5	6
Essex	87	152	239
Gloucester	1	1	2
Hudson	19	47	66
Hunterdon	1	2	3
Mercer	2	1	3
Middlesex	4	6	10
Monmouth	5	15	20
Morris	5	20	25
Ocean	1	5	6
Passaic	24	61	85
Salem	0	1	1
Somerset	4	5	9
Sussex	0	3	3
Union	15	41	56
Warren	2	4	6
Out of State	0	0	0
Totals	206	435	641



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

DISTRIBUTION OF GRADUATES  
For year ending May 21, 1942

For Secondary Teachers	Men	Women	Total B.A.	Men	Women	Total M.A.
Business	11	11	22			
English	5	36	41	2	5	7
Administration & Supervision				20	2	22
Foreign Languages	3	12	15	0	4	4
Personnel & Guidance				1	4	5
Mathematics	11	7	18	4	7	11
Science	8	9	17	4	1	5
Social Studies	19	21	40	8	4	12
TOTALS	57	96	153	39	27	66



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

ANALYSIS OF ENROLLMENT  
May 29, 1942

	First	Second	Third	Fourth	Fifth	Totals	Sex	
	May	Feb.					M	F
or Secondary teachers								
Business	1		17	20	17	55	22	33
English	3	2	20	28	27	84	7	77
English-History								
English-Mathematics								
Foreign Languages	1		19	19	23	62	15	47
Geography-History								
General								
Mathematics	2		6	23	15	46	18	28
Math.-Science								
Science	2		14	6	18	40	18	22
Social Studies	2	5	30	33	30	106	34	72
Totals	7	11	106	129	130	393	114	279
or Teachers of Special Subjects								
Fine Arts								
Health and Phys- ical Education								
Health								
Industrial Arts								
Music								
Totals								
or Part Time Students						31	16	15
or Extension Students								
Grand Totals	7	11	106	129	130	424	130	294



## ANNUAL REPORT OF THE PART-TIME AND EXTENSION DIVISION-September 15, 1942

The period from July 1, 1941 to July 1, 1942 was marked in the Part-Time and Extension Division by an increasing interest on the part of High School Teachers and prospective High School Teachers in courses which could be used either to give help to their students in preparation for defense - and later for war - service, or by the teachers themselves in their own service work. At the same time, there has been an evident desire that such courses should count toward the degrees and teaching certificates toward which these people have been working, even though the actual attainment of the certificate or degree must await the end of the war. The Committee on Extension, working closely with the Department Heads and President Sprague, have endeavored to meet this need just so far as possible.

While the attendance in the Part-Time Division of undergraduate students has continued to decrease, the graduate group in the spring of 1942 was nearly as large as it was in the summer of 1941. The great increase in the fall of 1941 can be taken to indicate that only our entry into the war could have interfered with the growth of the graduate school. Many of those working toward higher degrees and certificates were called into active service from positions in the army and navy reserve. Others had to spend so much time in war service on the home front during the spring semester as to find it impossible to enroll in courses. Sugar and gas rationing were added to the other forms of civilian effort in which they were engaged.

Another sign of healthy growth, suddenly interfered with by causes due to the war, was the fact that there were 361 requests received during the spring of 1942 for bulletins of the summer session, as compared with 314 received during the same period of 1941. While the shortage of tires and gas continues, there is bound to be an adverse effect on enrollments in the summer session and in the courses of the fall and spring semesters.

With this in mind, an effort was made during the spring of 1942 to discover whether there were groups of students located too far away to come to the campus by bus or train who would be interested in a particular course for which the college could send a faculty member. Letters were sent to Superintendents and Supervising Principals from the President of the college and from the Chairman of the Committee on Extension, explaining that the college stood ready to be of service to groups of twenty or more. Courses offered off campus in the past three years have, in all but a few cases, failed to pay for themselves. Those that did do so were courses organized within the community in which the course was held and for which the school authorities of that community requested the college to send an instructor. Because of this fact, the Committee suggested and the President approved a policy to be followed for the duration of the war: that the college should not place courses off-campus except when requested to do so by a group large enough to sustain the course without financial loss to the college.

Enrollment Data

	<u>1941</u> <u>Summer Session</u>	<u>1941</u> <u>Fall Semester</u>	<u>1942</u> <u>Spring Semester</u>	<u>Year's</u> <u>TOTAL</u>
Undergraduates	190	141	105	434
Graduates	<u>252</u>	<u>391</u>	<u>246</u>	<u>889</u>
Total	442	532	349	1323
Men	147	132	124	403
Women	<u>295</u>	<u>350</u>	<u>225</u>	<u>870</u>
Total	442	532	349	1323



I have noted with much interest the car card that advertises another one of the New Jersey State Teachers Colleges and which is appearing in the Public Service buses. It seems to me to offer an excellent means of bringing to the attention of our high school teachers and of the general public the fact that the State Teachers College at Montclair is offering courses of great value and at convenient hours. If possible, I should like to see such a car card used to give us this added publicity. At the present time, the demand for high school teachers trained along certain lines is much greater than can be supplied, yet many of these teachers still seem unaware of the possibility of obtaining the necessary training at Montclair. A recent article in the Newark News drew attention to the fact that only 27 of them had taken advantage of the opportunity offered by Montclair to take the First Course in Aviation, for example. Teachers are using the bus lines as never before, due to the shortage of gas. If they could have it brought to their attention by a car card that such a course is being offered at Montclair, the college would be able to render a larger service to the high schools of New Jersey. Also, the general public would be made aware of the work which the college does year in and year out and would be encouraged to send us freshman boys and girls for training.

I should like also to see our college advertised regularly in the New Jersey Educational Review. After all, this is the medium that goes directly into the hands of the teachers of this State, month after month. Regular advertising placed in it would cause the editors to consent upon the offerings of the college from time to time, thus giving us added publicity.

Respectfully submitted,

*Elizabeth S. Favor*

Elizabeth S. Favor, Registrar  
Summer, Part-Time & Extension Divisions



REPORT  
COLLEGE HIGH SCHOOL  
1941- 1942

I. General Developments and Trends.

The war has affected our program.  
This is evidenced in:

1. A more serious attitude toward the school program and toward actual school work;
2. A willingness to make adjustments and an eagerness to accept responsibilities;
3. A deeper note of patriotism and devotion to country;
4. Adjustments in curricula in all subjects;
5. A more closely knit feeling of fellowship and comradeship in both students and parents. This is quite evident in our whole social fabric.

II. Statistical Data.

1941-1942 Enrollment:

<u>Grade</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Boys	15	15	12	13	12	12	79
Girls	12	17	19	15	21	13	97
Totals	27	32	31	28	33	25	176

Number of teachers devoting part-time to C.H.S.	Men	22
	Women	15
	Total	36

Number of Graduates, June, 1942 ..... 25

Number of Observers (see attached page)



### III. Staff and Staff changes.

1. Adjustments relative to war:
  - a. Replacements because of vacancies;
  - b. Teachers of new subjects;
  - c. New adjustments for the converted subjects.

### IV. Studies undertaken.

1. South American Culture Curriculum for 9th grade class.
2. Statistics course for 9th grade class in mathematics.
3. American Culture courses in English classes.
4. Experiential courses in junior high-school English.
5. Adjustments in all subjects occasioned by the necessities of war.
6. Extended physical fitness activities.
7. An extended application of multi-sensory aids.

### V. Recommendations:

1. A more closely knit program of relationships between teachers and parents;
2. An extended program of dramatics and expanded facilities for this work;
3. A more rigid program of athletic activities for our boys;
4. An extension of the laboratory approach in teaching, - the type of work now conducted in our 9th grade English and history classes.

Arthur M. Seybold,  
Director College High School



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OBSERVATION REPORT  
COLLEGE HIGH SCHOOL  
1941-1942

Class	Sept.- Jan.	Feb. - June	Totals
English 7	135	35	170
8	200	100	300
9	1200	55	1255
10	300	100	400
11	75	60	135
12	140	50	190
Total	<u>2050</u>	<u>400</u>	<u>2450</u>
Mathematics 7	120	65	185
8	230	40	270
9	250	30	280
10	750	200	950
11	236	60	296
12	100	10	110
Total	<u>1685</u>	<u>405</u>	<u>2090</u>
Social Studies 7	670	15	680
8	265	50	315
9	200	150	350
Mod.Europ.Hist. 10-12	75	180	250
American Hist. 11	300	60	360
P.A.D. 12	500	100	600
	<u>2010</u>	<u>555</u>	<u>2565</u>
Science 7	700	100	800
8	3	75	78
9	2	100	102
Biology 10	96	80	176
Chem. 11	56	50	106
Physics 12	87	80	167
Total	<u>944</u>	<u>485</u>	<u>1429</u>
Latin 9	211	162	373
10	84	114	198
11	47	141	188
Total	<u>342</u>	<u>417</u>	<u>759</u>
Gen. Lang 7	5	25	30
French 8	30	4	34
9	10	31	41
10	165	24	189
11	53	31	84
12	28	118	144
Total	<u>291</u>	<u>231</u>	<u>522</u>
P.T.A.	690	570	1 260
TOTALS	3012	3063	11,075



**ANNUAL REPORT****Office of the Dean of Women****College Year 1941 - 1942**

ARMED AND DANGEROUS

Office of the Chief of Police

Chicago, Ill. 1911 - 1912

As one looks back over a year's work there are many intangibles about which little can be written, such as cooperation and loyalty and morale. The Dean of Women believes that her office, combined with that of the Director of Personnel, has made the year of 1941 - 42 more valuable to College students than that of 1940 - 41. She believes this because of what students of sensitivity have told her, because of letters received from men in Service, because of the friendliness that comes in at the door.

With the Declaration of War came plans for defense, plans for acceleration of our program, plans for community protection from fire and bombing, plans to do away with fear, substituting a conscious seeking after health, a cheerful spirit, and the satisfactions in aiding the War effort.

In the dormitories and the classroom as well as the office, the Dean of Women plans to continue upholding these aims. Before 1942 is closed we shall face worse things than gas and food rationing, higher costs in the cafeteria and less service in the dormitories.

We shall need to hold to "durable satisfactions".

is one hour over a year's work. The  
intelligent study which has been made, and as  
consequently the quality and quantity of the  
delivered work has been, according to the  
Director of the Bureau, and this part of 1901 - 02  
now remains in College records from 1900 - 01.  
The delivery has become of great importance of necessity  
and now the, because of letters received from the  
Director, Bureau of the Smithsonian Institution in 1901  
last.

With the completion of the work plan for delivery,  
plans for administration of the project, plans for com-  
pleting the work from the and building, plans for the work  
with the, including a separate section after the  
a general report, and the collection in which the  
the effort.

In the meantime and the elements as well as the  
effect, the work of the Bureau to continue expanding  
their work, and as 1901 is almost over their work  
things have been and have followed, which work in the  
California and have service in the Bureau.

It will need to be said in "Domestic Administration".

### Use of Plant

In order that there be no conflicts between clubs, a meeting of all club advisers and officers was held in the early Fall. Here a club schedule was worked out which was satisfactory to the group. Room schedules were consulted; Dormitory schedules checked, and the year's Calendar of club activities evolved.

Classes in First Aid, formed after Pearl Harbor and taught by Dr. Wurts, Miss Booth, and Charles Freeman, were obliged to meet in any empty space — even the Personnel Office.

### Use of Equipment

Service Privilege slips were given to students desiring to borrow furniture and materials necessary for their social functions. Those in charge of Dormitories and Cafeteria do not lend equipment without this order.

Service slips were given to the Steward and Dormitory Hostesses authorizing the ordering of food for Departments, Clubs, or any other College groups. The Steward or Hostess turn in these slips to the Business Office for collection. These totaled 65 for the school year, 1940 - 1941, and served as a check-up on the payment and ordering for definite numbers and upon the number served at each affair.



## Food Services for the Year, September 1941 — June, 1942

11 Conferences demanding Food Service for . . . . .	888
Institute, Dr. Fehr — Lunch	247
Passaic Schoolmen's Club — Dinner	54
H. S. Principals' Conference and Dinner	53
Press Association of N. J. Conf. and Lunch	225
Teacher Training Conference and Dinner	32
Progressive Education Conference and Dinner	8
Modern Lang. Conference and Lunch	35
Social Studies Assoc. Conf. and Dinner	35
Latin Teachers Conference and Lunch	55
H.S.Principals' Conference and Dinner	39
I.R.C. Conference and Lunch	<u>125</u>
	888
6 Dinners demanding Food Service for . . . . .	278
Agora	60
Rohwec	38
Choir	90
Aldornia	40
Foreign Exchange League	30
Quota Cl. of Newark	<u>20</u>
	278
3 Buffet Suppers serving . . . . .	200
Faculty	80
Women's Athletic Association	<u>120</u>
	200
Luncheon served to . . . . .	185
(Defense Committee of College held 13 Luncheons	
(Meetings average attendance of 7	
(Integration Department held 5 Luncheons	
(Meetings average attendance of 7	
(College guests entertained	
Tea or Coffee served to approximately . . . . .	1,200
Groups: College Faculty	
High School of the P. T.A.	
Housing Class from Teachers College, Columbia U.	
League of Nations Club of Montclair and vicinity	
Alliance Francaise of Montclair	
Other Groups	
Food Service to other groups outside the College	
Rotary Club picnic	
Alumni	
Luncheon for 84	
Dinner for 55	
Faculty Dames Bridge	



## Clubs and Organizations according to the Calendar

<u>Name of Club</u>	<u>Number of Meetings</u>			<u>Total a year</u>	<u>Place</u>
	<u>1 per mo.</u>	<u>2 per mo.</u>	<u>No. per mo.</u>		
Agora		X		15	Chapin
Aldornia	X			10	Russ
Aphestoon	X			8	Russ
Artsmen	X			10	C.H.S.
Bible Study		X		18	Room 5
Cimmaron	X			7	Room 2
Choral Speaking		X		18	Room 2
Classical Club	X			7	Russ
Clio	X			7	Chapin
Commercial	X			9	Chapin
Commuters	X			6	School
Creative Writing		X		18	Room 2
Dance Club			8	75-80	Ex-Dance
Debating Team		X		18	School
Forum	X			10	Room 4
Geography Club	X			8	Room 26
Il Circolo Italiano	X			8	Chapin
International Rel.	X			7	Chapin
Kappa Delta Pi	X			9	Chapin
La Tertula Espanol	X			6	Chapin
Le Circle Francais	X			10	Chapin
Newman Club		X		14	Lacadaire
Philosophy Club	X			8	Russ
Players	X			8	C.H.S.
Poetry		X		18	Room 2
Psychology	X			8	Russ
Rohwec	X			8	Russ
Science		X		16	Chapin
Senate		X		14	Ch. & Mr. Bohm
Sigma Phi Mu		X		14	Chapin
"Y" Leaders		X		16	Outside & School

Bureau of Student Publications

Montclarion, weekly

Quarterly

LaCampana

Arrowhead, Handbook

Flickers, Soph Bulletin

Music Organizations

Band Orchestra

Choir Pro Musica

Junior Choir Women's Glee Club

Athletic Organizations

Men's Athletic Association

Women's Athletic Association

Tribe

Cheerleading Squad

Student Government Association



## Dances

at

Montclair State Teachers College

Formal Dances

1. Student Government Association "All College"
2. Chapin-Russ Halls on same evening
3. Senior-Junior
4. Freshman Frolic
5. Sophomore Hop
6. Junior Prom
7. Alumni Formal Dance
8. Senior Ball

Informal Dances

1. Student Government Association Welcome to Freshmen
2. Hallowe'en -- All College (sponsored by Junior Class)
3. Tribe -- "Football's Over"
4. Kappa Delta Pi -- Dinner Dance
5. Freshman Party
6. Sophomore Party
7. Junior-Senior Party
8. Russ - Chapin Informal Dance

United States

of

the United States Department of the Interior

General Index

1. United States Department of the Interior
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1. United States Department of the Interior
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### Dormitory Residents

Russ Hall . . . . .	106 Girls
Chapin Hall . . . . .	37 Men
	<u>48 Girls</u>
Total . . . . .	191

### Changes during year:

To Practice Teaching . . . . .	5 Men
	36 Girls
To Army . . . . .	2 Men
To West Point . . . . .	1 Man
Deceased . . . . .	1 Man

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## Dormitory Activities and Services to College

### Thanksgiving Dinner and Open House

Dormitory residents entertain President and Mrs. Sprague  
and members of the Faculty

### Christmas (Old English)

Entertain State officials and friends of College

Residents give parties to incoming Freshmen and outgoing Seniors

Lenten Music and Musicals open to public

Listening Room (Music Department) for College students

Entertaining of guests for meals and overnight

Personality Laboratory under Integration 100C

Place of Meeting for graduates, clubs, etc.

### Dormitory Projects

Knitting for the Red Cross

Registering for College Defense Program and Red Cross work  
in Montclair

Saving tinfoil, stamps, rubber, scrap, paper, stockings

Entertaining and making gifts for soldiers stationed at Querry

Dormitory Supervision and chaperonage necessitated by late  
hours of:

Eastern States Conference

Evenings at Professors' houses for social gatherings and club  
meetings

Group trips to New York plays, Concerts, Lectures, etc.

Group trips to Institutions in connection with courses

Hay ride and skating parties.

Ushering at Unity Concerts, Newark Athletic Club, Montclair  
and Newark Theaters

Picnics at a distance

Rehearsals of plays and other programs, music, dance, etc.

Special requests of parents

1. The first part of the document is a letter from the President of the United States to the President of the Republic of China, dated January 1, 1955. The letter expresses the President's appreciation for the Republic of China's contribution to the United Nations and its role in the Far East.

2011 97 Internationale Zusammenarbeit des nationaler Behörden

1. The first of these is the fact that the  
 2. Government has not yet decided whether it  
 3. will accept the offer of the United States  
 4. to purchase the surplus cotton. This is  
 5. a very important question, and the  
 6. Government's decision will have a  
 7. great influence on the cotton market.  
 8. The second of these is the fact that the  
 9. Government has not yet decided whether it  
 10. will accept the offer of the United States  
 11. to purchase the surplus cotton. This is  
 12. a very important question, and the  
 13. Government's decision will have a  
 14. great influence on the cotton market.

### Social Groups Entertained by Faculty

frequently in their homes

Mr. Bohn	Regular monthly meeting of Senate
Mrs. Carter	Advisory Group of students and Dormitory Freshmen
Mr. Conrad	Graduates who have met regularly for years
Mrs. Cressey	Advisory group
Dr. Fehr	Advisory group
Dr. Folsom	Advisory group
Prof. Hatch	Annually for male members of Faculty and S.S. majors
Dr. Hildebrandt	Advisory group and Bible Class
Mr. Jackson	Advisory groups and Alumni Association groups
Dr. Mallory	Mathematics majors
Dr. Partridge	Class in Recreational Leadership
Dr. Reed	Science group and Advisory group
Mr. Shepard	Class in Socialized Bridge
Miss Sherwin	Dance Club and Dance Group
Dr. W.S. Smith	Advisory group
Dr. Sperle	Advisory group
Miss Tonone	French group and advisory group
Mrs. Winchester	Members of Clio



## EMPLOYMENT -- PART-TIME

### Through Office Recommendation

#### Student Waitresses

##### In Russ Hall

These students serve one meal per day. They are chosen on the basis of health, scholastic success, need, and class schedule. . . . . 34

In Homes . . . . . 19

Students trained in our Dining Room are in demand when nearby families entertain.

In Restaurants, etc. . . . . 24

Parent Teachers Associations of the Town, Old Road Coffee House, Dorothy Chadwick's, Grille Leon, etc. frequently employ our students.

#### Other Placements

In Montclair Stores . . . . . 5  
In Bloomfield Stores . . . . . 3  
In Newark Stores . . . . . 56

In nearby homes as Mother's helper, tutor, etc. . . . . 15

In nearby homes where room and board are given in return for light household tasks . . . . . 10

In nearby theaters and at concerts as ushers . . . . . 16

In Camps for Summer . . . . . 12

Geological Survey of the United States

Geological Survey

Geological Survey

These studies were made by the  
and given as the basis of the  
geological, topographical, and other studies.

10 . . . . .

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Geological Survey

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## Absence Forms

<u>Reason for Absence</u>	<u>1940 - 1941</u>	<u>1941 - 1942</u>
Automobile Accident	5	4
Conference and Convention	24	10
Court Appearance	2	1
Draft Board Interviews	7	12
Foreign Exchange Student		2
Funeral	6	42
Integration Office	18	10
Illness in Home	21	22
Interview	4	5
Library		1
Religious Holiday	124	140
Service Men to be Seen		4
Serving upon request		1
Test to be taken	4	5
Wilson College		2
Work needed for College		2
Other reasons for 1940-41		
besides those of Medical Dep't.	<u>18</u>	
Total	251	263

Please note that all excuses granted for reasons of health during the year, 1941 - 1942 are not included in the report of the Dean of Women. These numbers, pertaining to absences due to health, are included in the report of the Medical Department.

[illegible]

These notes that all names listed for reasons of health status  
the year 1961 - 1962 are not included in the report of the year  
of health. These names, including 10 names are of health  
are included in the report of the health department.

### Filing and Office Routine

1. The Social Calendar
2. Dormitory File
  - Assignments of rooms
  - Date of Acceptance and withdrawal
  - These are kept as check for the Business Office.
3. Organization File
  - Clubs and classes keep records of officers, etc. in Dean's Office.
4. Activities File
  - Supplemented by Personality Rating of all Freshmen and "follow-up" interviews.
5. Social Competence Material
  - File of clippings, note books, samples of invitations, etc., and a book shelf kept for Integration 1000.
  - This supplements Clinical work of Course.
6. Permits to make up work
  - Except for excuses relating to illness which are handled by Medical Office, absence goes through this Office.
7. Personal Qualifications for Defense
  - This study of entire college completed with help of volunteering students was used as basis for certain assignments made by Defense Committee.

1. The Social Columnar
2. The Social Columnar
3. The Social Columnar
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8. The Social Columnar
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10. The Social Columnar

## Personnel Office Report

1941 - 1942

This is an attempt to briefly summarize some of the major work of the Personnel Office.

### Counselling and Conference

The time devoted to individual conferences has more than doubled during this year and is due to the interest of the men in the war opportunities and enlistment in the armed services. Ordinarily, these conferences have to do with student employment, National Youth Administration work, student-college relations, scholastic and personal difficulties.

### Records

The Office keeps the following records:

- Personal information
- Health summary
- Scholastic record summary
- Test
- Student Activity
- Student Employment
- Student Financial Aid
- Application for work
- Student status in relation to the United States Service

### College Studies and Service

Very little time has been devoted to research. The Service Studies include:

- Nationality and occupation of parents of entering students
- Tests — scoring and interpretation
- Age and enlistment or draft status of men students
- Employment blanks and references have been furnished employers for approximately 165 students.
- As a service to the high schools, a photostat copy of the scholastic record of every freshman and senior, together with personal or individual comments, was sent to the principal of the high school from which the student was graduated.
- The Report Card collection has been used by three schools.

Government of the United States

1944 - 1945

This is an attempt to provide a summary of the work  
done at the Government Office.

Introduction and Summary

The first section is devoted to a general summary of the work  
done during this year and is the longest of the two  
in the report. It is followed by the second section  
concerning the work done in the various departments  
and, finally, the third section, which contains  
conclusions, suggestions and general comments.

Summary

The first section is devoted to a general summary of the work

done during this year and is the longest of the two  
in the report. It is followed by the second section  
concerning the work done in the various departments  
and, finally, the third section, which contains  
conclusions, suggestions and general comments.

General Summary and Conclusions

The first section is devoted to a general summary of the work  
done during this year and is the longest of the two

in the report. It is followed by the second section  
concerning the work done in the various departments  
and, finally, the third section, which contains  
conclusions, suggestions and general comments.

### National Teachers Examinations

The College was designated as a center for the administration of the National Teachers Examinations. Of the one hundred who took this examination, 120 were seniors of the College

The record of the Seniors is shown in the tables:

Rating Made by Seniors (1942) in Major and Minor National Teachers Examinations

	Major	Minor
Exceptional	24	5
Superior	57	20
Average	32	41
Below Average	4	18
Total	117	82

Eighty-one students rated exceptional or superior in their major subject; twenty-five in their minor. The ratings of students whose major was Business Education are not included in above table.

Number of Montclair Students Equaling or Excelling Designated Norms on Specified Number of Tests

	Number of Tests													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Exceptional 80-100%ile	40	19	13	1	2	1	1			1				
Superior 70-79%ile	32	23	24	20	11	14	10	7	11	10	4	5	1	1
Average 50-69%ile	53	26	24	20	15	19	17	13	25	19	4	17	28	19
Below	23	15	13	10	12	5	8	3	3	0	0	1	1	

To read: Fifty-two students made superior or exceptional scores on one test; Seventeen above average on seven tests; 19 better than average on all 14.

# General Instructions

The following are the instructions for the use of the form. It is to be filled out by the student at the time of the examination. It is to be filled out by the student at the time of the examination. It is to be filled out by the student at the time of the examination.

The student is to fill out the form at the time of the examination.

The student is to fill out the form at the time of the examination.

Student Name	Student Number	Student Address
1	10	100
2	20	200
3	30	300
4	40	400
5	50	500
6	60	600
7	70	700
8	80	800
9	90	900
10	100	1000

The student is to fill out the form at the time of the examination. The student is to fill out the form at the time of the examination. The student is to fill out the form at the time of the examination.

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Student Name	Student Number	Student Address
1	10	100
2	20	200
3	30	300
4	40	400
5	50	500
6	60	600
7	70	700
8	80	800
9	90	900
10	100	1000

The student is to fill out the form at the time of the examination. The student is to fill out the form at the time of the examination. The student is to fill out the form at the time of the examination.

**Number of Montclair Students Making Designated Ratings  
on Minimum Number of Tests**

	Number of Tests													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Exceptional 80-100 %ile	78	33	19	6	5	3	2			1				
Superior 70-79 %ile	117	105	98	87	68	59	47	38	31	20	11	9	2	1
Average 50-69 %ile	104					103	99	93	86	80	68	57	45	18

To read: Seventy-eight students rated exceptional in at least one subject; ninety-eight, superior in at least three; eighteen, above average in all fourteen.

**Student Financial Assistance**

Offices and Miscellaneous	24		\$710.25
Waitresses	98		\$,742.00
Loans			
Chapin	7	720	
State	81	<u>1,988</u>	4,708.00
Scholarship			
Russ	1	40	
State	73	7,500	
Howe	3	<u>252</u>	7,592.00
Student Assistants and Fellowships	7	2,029	
Laboratory Assistants	10	<u>750</u>	2,779.00
N. Y. A.	<u>100</u>		<u>5,865.00</u>
Total	<u>297</u>		<u>\$5,896.25</u>

[illegible]

10-10-68

[illegible]

State Scholarship Students

	<u>Classes</u>			
	1942	1943	1944	1945
Number Initial Appointees	19	18	18	21
Withdrawals	1	2	3	0
Dropped (Poor Record)	5	2	2	1
On Probation	0	0	3	7
Replacements	2	3	1	9
Replacements to be made, 1942-43	0	1	0	1
Original Appointees	13	12	13	20
Point Average, 1941-1942	3.32	3.30	3.31	2.85

Student StatusUnited States Service

<u>Enlistment</u>	<u>Entering Service</u>	<u>Enlisted</u>
	<u>1941 - 1942</u>	<u>Reserve</u>
Seniors	16	2
Juniors	6	32
Sophomores	4	2
Freshmen	1	2
Total	27	9

Ages of Men as of September 1, 1942

	25 over	24	23	22	21	20	19	18	17	Total
Seniors	2	6	4	19	18	5				54
Juniors	1	3	3	2	25	18	3			55
Sophomores	1			4	5	14	22	4		50
Freshmen				1	2	4	11	19	5	42

Number of Men Who Will Arrive at Age of Twenty-Prior to Designated Date

	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>
September, 1942	8	25	51	54
1943	11	21	4	
1944	13	4		
1945	5			



Photostat Service

## Approximate Number of Copies

Integration	
Seniors, 1942	360
As occasion arose	150
Registrar's Office	439
Service to High School	
Seniors	153
Freshmen	183
Enlisted Reserve	31
Total . . . . .	<u>1,290</u>

Addressograph Service

Plates have been added to complete the file of all Alumni whose addresses are known and to augment the list of principals and supervising principals.

## Alumni File

Number of Plates	5,300	Times Used	
		Entirely	
		Alumni	2
		Montclairion	2
		Partially	5

## Administrative Offices

Number of plates	1,130	Times Used	
		Registrar's Office	6
		President's Office	2
		High School	1



### College Alumni Service

The Office is attempting to keep close contact with all boys in the armed services.

A file contains a folder for each Montclair man Enlisted (regular or reserve) in the Armed Forces. The file is as complete as our time and efforts can make it. Into each folder is placed:

Enlistment data  
News clippings  
Letters  
Any shots and photographs.

The Service Flag contains 201 stars which represent the men in service.

	<u>Number</u>		<u>Number</u>
Army	106	Extension	6
Navy	17	Alumni	38
Army Air	50	Under-grad	154
Navy Air	4	Faculty	<u>3</u>
Marines	6		201
Coast Guard	3		
Unknown	<u>15</u>		
	201		

		<u>Location</u>	
Private	53	Southern U. S.	81
Private First Class	7	Eastern U. S.	54
Corporal Sergeant	13	Northern U. S.	15
2nd Lieutenant	26	Western U. S.	23
1st Lieutenant	7	A.P.O. New York	7
Officer Candidate	13	A.P.O. San Francisco	4
Engineer Cadet	1	A.P.O. New Orleans	1
Aviation Cadet	20	Newfoundland	1
Hospital Appren.	1	Canal Zone	1
Yeomen	1	Unknown	<u>15</u>
Midshipman	4		201
Seaman 2nd Cl.	1		
Chief Petty Officer	4		
Navy Cadet	2		
Ensign	14		
Captain	1		
Sergeant	14		
Warrant Officer	<u>1</u>		
	201		

# Office Memorandum

The Office is requesting to have the following items for the Office.

A list of the items is attached for your information and action. The items are listed in the order in which they are to be purchased. The list is for your information and action.

Very truly yours,  
 [Signature]  
 [Name]  
 [Title]

The following items are to be purchased for the Office.

Item	Quantity	Unit Price	Total Price
Office Supplies	100	\$1.00	\$100.00
Office Furniture	10	\$10.00	\$100.00
Office Equipment	10	\$10.00	\$100.00
Office Materials	10	\$10.00	\$100.00
Office Services	10	\$10.00	\$100.00
Office Travel	10	\$10.00	\$100.00
Office Communications	10	\$10.00	\$100.00
Office Security	10	\$10.00	\$100.00
Office Maintenance	10	\$10.00	\$100.00
Office Insurance	10	\$10.00	\$100.00
Office Legal	10	\$10.00	\$100.00
Office Accounting	10	\$10.00	\$100.00
Office Tax	10	\$10.00	\$100.00
Office Payroll	10	\$10.00	\$100.00
Office Benefits	10	\$10.00	\$100.00
Office Retirement	10	\$10.00	\$100.00
Office Health	10	\$10.00	\$100.00
Office Life	10	\$10.00	\$100.00
Office Disability	10	\$10.00	\$100.00
Office Long-Term Care	10	\$10.00	\$100.00
Office Other	10	\$10.00	\$100.00
<b>Total</b>	<b>100</b>	<b>\$1.00</b>	<b>\$100.00</b>

Item	Quantity	Unit Price	Total Price
Office Supplies	100	\$1.00	\$100.00
Office Furniture	10	\$10.00	\$100.00
Office Equipment	10	\$10.00	\$100.00
Office Materials	10	\$10.00	\$100.00
Office Services	10	\$10.00	\$100.00
Office Travel	10	\$10.00	\$100.00
Office Communications	10	\$10.00	\$100.00
Office Security	10	\$10.00	\$100.00
Office Maintenance	10	\$10.00	\$100.00
Office Insurance	10	\$10.00	\$100.00
Office Legal	10	\$10.00	\$100.00
Office Accounting	10	\$10.00	\$100.00
Office Tax	10	\$10.00	\$100.00
Office Payroll	10	\$10.00	\$100.00
Office Benefits	10	\$10.00	\$100.00
Office Retirement	10	\$10.00	\$100.00
Office Health	10	\$10.00	\$100.00
Office Life	10	\$10.00	\$100.00
Office Disability	10	\$10.00	\$100.00
Office Long-Term Care	10	\$10.00	\$100.00
Office Other	10	\$10.00	\$100.00
<b>Total</b>	<b>100</b>	<b>\$1.00</b>	<b>\$100.00</b>

An Honor Roll is being prepared. Contact is kept through  
 Faculty  
 Correspondence of students through secretary and by secretary  
 Montelairion  
 Quarterly  
 Readers Digest  
 Christmas cards  
 St. Patrick Day cards  
 2 Mimeograph Lists of names and locations of all M.S.T.C.  
 men in service  
 Duplicated letters

### Alumni Calendar

November 9	Reception and Tea, Stratosphere Room, Hotel Traymore, Atlantic City
January 9	Senior-Alumni Dance, College Gymnasium
February 12	Alumni Homecoming Assembly, College High 10:00 a.m. Luncheon Departmental Meeting 2:00 p.m. Varsity-Alumni Basketball 4:00 p.m. Buffet Supper, Russ 6:30 p.m. Faculty-Alumni Party 8:00 p.m.
March 14	Alumni Dance, Chapin
May 9	Annual Luncheon and Business Meeting Election of Officers
June	Picnic by Alumni for undergraduates who aided throughout the year program

### New Officers

Herbert Lipsitz -	President
John Hoagland	Vice-President
Helen Kleinzahler	Treasurer
Frances Moller	Assistant Treasurer
Ruth Lindsay	Recording Secretary
Mrs. Anna Berg	Corresponding Secretary
Dr. James P. McMurray	Executive Committee
Mrs. Eleanor P. Lyon	Executive Committee

### Executive Committee Meetings

At Dr. McMurray's	2
At Ruth Lindsay's	1
At Montclair	10
At Mr. Lipsitz's	1

### Publicity Committee Meetings

About twelve meetings during year	
Montelairion (two issues)	9,200
Notice of Meetings	7,800
Letters to members	350



## ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1941/1942

## I. TRENDS AND DEVELOPMENTS

Since the retirement of Miss Zaidee Brown on August 31, 1941, the Library Staff has attempted to maintain the high level of service to the Students and Instructional Staff which had been given under her direction, at the same time modifying the methods used, to make them more compatible with the personalities of the Library Staff. It has been our policy to emphasize individual relationships, especially with the Staff. The results in cooperation have been most gratifying.

The services to the individual members of the Faculty have been continued: notice of new books, magazine articles, etc.; compilation of bibliographies; research service, etc. Members of the Library Staff have, on request, visited classes, or brought classes to the Library, for talks on the Library's resources in the special subject-matter fields. Inter-library loans have been arranged with the Montclair, Newark, and other libraries, in order to secure books which we were unable to provide here.

The Librarian has issued to the Faculty quarterly lists of interesting new books, with comments on special collections, gifts, new periodical subscriptions, etc. We have been particularly fortunate this year in receiving several runs of periodicals, supplementing our collection. These included 10 years of the American Journal of Physics, 10 years of several architectural periodicals, and the volumes of the Literary Digest of the period of the first World War.

The cataloging of the Howe collection of organ music has been completed. Two other collections of sheet music have been classified and placed in the Library, and are in process of being cataloged.

The College was designated one of the three Key Centers of War Information and Training, by the School and College Civilian Morale Service of the U. S. Office of Education. This War Information Center has been installed in the College Library. The classification and cataloging of the materials for this Center has been begun, with the assistance of members of Kappa Delta Pi. This organization plans to develop a research and speakers service in connection with the Center.

The lessons in the use of the Library which Miss Brown had discontinued, were resumed experimentally with the Freshmen entering in September. There was some difficulty in scheduling these lessons. They were distributed among the English and Social Studies classes, to avoid, as far as possible, interference with the instructors' plans. While the instructors approved the idea in principle, in practice they were not enthusiastic, and no assignments were made to follow up the instruction given. Since such instruction is valueless without this correlation, the lessons were not wholly effective.

A brief survey of the Library facilities was given by the Assistant Librarian to the seniors who were about to enter upon their period of student teaching. It is planned to expand these talks into a series of three or more in each class of grade 401 (Departmental methods courses) during the coming year. These will be correlated with the discussion and assignments. This plan has been received with enthusiasm by the Heads of the various departments, and should meet with success. For the present, these lessons for the Juniors and Seniors will be given in place of Freshmen instruction. Perhaps at some time in the future it will be possible to include instruction in the use of the Library in an orientation course.

In connection with a course taken by the Librarian at the Columbia University School of Library Service, she prepared a buying list for the use of one of the departments of instruction. Similar surveys of current literature might be inaugurated in other fields, in order to keep the Library's collection up-to-date.



## I. TRENDS AND DEVELOPMENTS (CONTINUED)

### HIGH SCHOOL LIBRARY

The complete report of the High School Librarian follows this report. The emphasis throughout is on the integrative value of the Library and the Librarian in all activities.

### VISUAL AIDS SERVICE

The Visual Aids Service has continued to expand. A detailed report is appended to this. I should like to draw attention here to the ~~g~~apprentice program which Dr. Heimers inaugurated last fall. This program has a two-fold purpose: to provide for the care and cataloging of materials received here, and to train students as potential directors of audio-visual instruction. 21 apprentices received instruction and gave service in the department. They worked a total of 1276 hours.

### REFERENCE DEPARTMENT

The Reference Librarian has prepared the following bibliographies:

Education and National Defense. 4 p. Oct. 1941

Civilian Morale. 4 p. March, 1942. Supplement, 2 p. June, 1942

Post-War Planning and the Schools. 2 p. March, 1942. Supplement. 1 p. June 1942

A number of these have been sold to schools and libraries throughout the country.

The routine services of the Reference Librarian include: checking lists of pamphlets and securing material for the vertical file of pamphlets and clippings, by ordering from these lists, and by clipping newspapers and magazines; examining current periodicals for articles in fields of interest to the members of the instructional staff, and notifying them of such articles; assisting students in finding information and materials for units, term papers, etc.; preparing lists of collateral readings for members of the instructional staff.

### LOAN DESK

In addition to the regular routines of lending and receiving books, placing books on reserve, sending notices of fines and overdue books, the Loan Librarian has taken the responsibility of making exhibits and displays of pictures, clippings, maps and realia of timely interest, either because of world or local events, or for their connection with matters under discussion in classrooms. The Library's bulletin boards are an important factor in making the library "the heart of the college".

## II. STAFF AND STAFF CHANGES.

Miss Brown's retirement having become effective in August, a complete rearrangement of the staff took place in September.

JULY-August, 1941

Zaldee Brown  
Margaret G. Cook  
Anne Banks Cridlebaugh  
Mollie C. Winchester  
Lili Heimers  
Eugenie Terek

LIBRARIAN  
ASSISTANT LIBRARIAN  
HEAD OF LOAN DESK  
HIGH SCHOOL LIBRARIAN  
DIRECTOR -VISUAL AIDS  
TEMPORARY CATALOGER

SEPT-June, 1942

Margaret G. Cook  
Anne Banks Cridlebaugh  
Florence W. Holmes  
Mollie C. Winchester  
Lili Heimers

THE THIRD PART OF THE DOCUMENT

THE FIFTH PART OF THE DOCUMENT

THE SEVENTH PART OF THE DOCUMENT

THE EIGHTH PART OF THE DOCUMENT

THE NINTH PART OF THE DOCUMENT

THE TENTH PART OF THE DOCUMENT

THE TWELFTH PART OF THE DOCUMENT

THE FOURTEENTH PART OF THE DOCUMENT

THE SIXTEENTH PART OF THE DOCUMENT

## II. STAFF AND STAFF CHANGES(CONTINUED)

It is a number of years since a new member has been added to the staff of Librarians. We have considered ourselves fortunate to have secured the services of Miss Florence W. Holmes to take charge of the Loan Desk. Her experience as Librarian at Navesink, N.J., and at Panzer College in East Orange has made her particularly valuable to us.

### STAFF ACTIVITIES

All members of the Staff have attended conferences and conventions in New Jersey and in New York City. The contacts made with other librarians, in the Public Library field as well as in our own line, have been stimulating and valuable.

The Librarian spoke at a meeting of Bergen County school librarians on "Cooperation between the school and college library". With the Librarians of the Montclair Public Library and the Montclair Art Museum, she took part in a panel on the library facilities of Montclair, for the literature section of the Upper Montclair Women's Club. Later, a group from this Club visited these libraries. Many of the gifts which we have received, as mentioned above, have been offered to us because of this cooperative venture.

### STUDENT ASSISTANTS

The number of students assigned to us under the N.Y.A. has decreased each term, with the decrease in total N.Y.A. assignments. The Library was open 58 hours a week. In addition to the need for at least one student at the Loan Desk each hour, we need an additional 55 hours a week of specialized services; mending and binding, preparation of new books, and typing. In other words, a total of at least 113 student hours per week.

### SUMMER SESSION, 1941 - Paid from Summer Session Funds

Bruckner, Ursula	6 hours per week	\$12.00
Esposito, Elaine	6 " " "	12.00
Fahn, Shirley	6 " " "	12.00
Hall, Norma	6 " " "	12.00
Kelly, Eileen	6 " " "	12.00
Lunn, William	6 " " "	12.00
Sullivan, Rosemary	200 hours over 8 weeks	30.00
Wegryn, Gertrude	6 hours per week	12.00
Wright, Dorothy	6 " " "	12.00
	<u>78 hours per week</u>	

### FALL TERM, 1941 - N.Y.A. \* TOTAL 91 HOURS PER WEEK

Bloomfield, Harriet	7 hours a week
Cox, Donald	"
Fabrizio, Lucy	"
Freeman, Charles	"
Gordon, Phyllis	"
Jagiello, Matthew	"
Kronke, Evelyn	"
McCarroll, Vernell	"
Merlin, Sylvia	"
Micels, Antoinette	"
Polizzi, Jennie	"
Sabo, Stephen	"
Sullivan, Rosemary	"

The following is a list of the names of the persons who were present at the meeting of the Board of Directors of the University of California, held on the 10th day of May, 1906, at the University of California, Berkeley, California.

## STUDENT ASSISTANTS(CONTINUED)

SPRING TERM, 1942 - N.Y.A. - 68 hours per week

Bloomfield, Harriet	7 hours per week
De Myze, Robert	"
Fabrizio, Lucy	"
Gordon, Phyllis	"
Kronke, Evelyn	"
McCarroll, Vernell	"
Merlin, Sylvia	"
Micole, Antoinette	"
Polizzi, Jennie	"

## W.P.A. ASSISTANTS

During most of this fiscal year the Library had the assistance of two people provided by the Federal Work Projects Administration. They were both experienced in the work of this Library and were most valuable. One performed many clerical duties, including filing, making and checking order cards, writing letters for free and inexpensive materials, under the Reference Librarian's direction. The other was an expert typist and stenographer. She prepared most of the cards for the catalogs, shelf list, author index, etc., in addition to acting as the Librarian's secretary, taking a great deal of responsibility in her absence. In spite of the fact that we had previously had three full-time typists from the W.P.A., plus more student help, we were able during this past year to add to the Library three-fourths as many cataloged books and pamphlets as were added during the preceding year.

Two other people were assigned to us by the W.P.A. for short periods. They had not had the experience necessary to do anything very useful in the Library, and were soon transferred to other projects.

Further comment on this matter appears in the section on Recommendations.

## III. STATISTICAL STUDIES

## A. LIBRARY EXPENDITURES

	BOOKS	PERIODICALS	BINDING	SUPPLIES
Carnegie Grant	\$ 575.78			
College Budget				
Acct. E-14-E-K	\$2578.91	\$648.00	\$301.12	\$406.45
	<u>\$3152.69</u>	<u>\$648.00</u>	<u>\$301.12</u>	<u>\$406.45</u>

Total \$4508.26

## B. ACCESSIONS AND WITHDRAWALS

	Main Collection	Textbook Exhibit	Total Main	H.S.	Grand Total
r. July 1, 1941	37,403	2,872	40,075	3,389	43,464
ons 1941/42	2,456	183	2,639	222	2,871
awals, 1941/42	190	69	259	139	458
in	2,266	114	2,380	33	2,413
ARY JULY 1, 1942	39,669	2,786	42,455	3,422	45,877

CATALOGED PAMPHLETS IN GRAND TOTAL 5,813 or 12.8% of the total

DUPLICATE COPIES IN GRAND TOTAL 12,429 or 27.0% of the total



## III. STATISTICAL STUDIES(CONTINUED)

## C. CIRCULATION TOTALS

Monthly totals of books loaned	<u>non-reserved books</u>	<u>Reserved Books</u>	<u>Total</u>
July, 1941	2,757	700	3,457
August, 1941	288	79	367
September, 1941	3,777	1,269	5,046
October, 1941	5,255	2,480	7,735
November, 1941	4,120	1,804	5,924
December, 1941	3,526	964	4,490
January, 1942	4,834	1,210	6,044
February, 1942	4,058	900	4,958
March, 1942	5,190	876	6,066
April, 1942	5,767	883	6,650
May, 1942	3,596	658	4,254
June, 1942	2,580	797	3,377
TOTAL MAIN LIBRARY	45,526	12,520	58,046
TOTAL COLLEGE HIGH SCHOOL			7,128
GRAND TOTAL			65,174

## D. PER CAPITA CIRCULATION

As was shown in the report of the Librarian in 1940/41, the number of books borrowed by students at Montclair is far in excess of the number used at the average Liberal Arts College. Branscomb, in his "Teaching with Books", gives the average annual per capita loans in 55 colleges and universities as 12. According to the following table, at Montclair it averages 76.88.

MONTH	NO. OF FULL-TIME STUDENTS	NO OF STAFF MEMBERS * $\frac{1}{4}$	NO OF PART-TIME STUDENTS	TOTAL BORROWERS
July, 1941	442	66		508
Aug.	442	66		508
Sept.	652	79	133	864
Oct.	652	79	133	864
Nov.	652	79	133	864
Dec.	652	79	133	864
Jan 1942	652	79	133	864
Feb.	641	81	87	809
Mar	641	81	87	809
Apr.	641	81	87	809
May	641	81	87	809
June	424	66		490

The average number of borrowers is 755

Total circulation 58,046

Average per capita circulation 76.88

\*Figures from the Office of the Part Time Division show that the average student in this division takes about one-fourth the number of course hours carried by the full-time student. Students in this division have therefore been counted as  $\frac{1}{4}$  borrower.

TEMPERATURE IN DEGREES FAHRENHEIT			TEMPERATURE IN DEGREES CELSIUS
32	0	273.15	0
50	10	283.15	10
68	20	293.15	20
86	30	303.15	30
104	40	313.15	40
122	50	323.15	50
140	60	333.15	60
158	70	343.15	70
176	80	353.15	80
194	90	363.15	90
212	100	373.15	100
230	110	383.15	110
248	120	393.15	120
266	130	403.15	130
284	140	413.15	140
302	150	423.15	150
320	160	433.15	160
338	170	443.15	170
356	180	453.15	180
374	190	463.15	190
392	200	473.15	200
410	210	483.15	210
428	220	493.15	220
446	230	503.15	230
464	240	513.15	240
482	250	523.15	250
500	260	533.15	260
518	270	543.15	270
536	280	553.15	280
554	290	563.15	290
572	300	573.15	300
590	310	583.15	310
608	320	593.15	320
626	330	603.15	330
644	340	613.15	340
662	350	623.15	350
680	360	633.15	360
698	370	643.15	370
716	380	653.15	380
734	390	663.15	390
752	400	673.15	400
770	410	683.15	410
788	420	693.15	420
806	430	703.15	430
824	440	713.15	440
842	450	723.15	450
860	460	733.15	460
878	470	743.15	470
896	480	753.15	480
914	490	763.15	490
932	500	773.15	500
950	510	783.15	510
968	520	793.15	520
986	530	803.15	530
1004	540	813.15	540
1022	550	823.15	550
1040	560	833.15	560
1058	570	843.15	570
1076	580	853.15	580
1094	590	863.15	590
1112	600	873.15	600
1130	610	883.15	610
1148	620	893.15	620
1166	630	903.15	630
1184	640	913.15	640
1202	650	923.15	650
1220	660	933.15	660
1238	670	943.15	670
1256	680	953.15	680
1274	690	963.15	690
1292	700	973.15	700
1310	710	983.15	710
1328	720	993.15	720
1346	730	1003.15	730
1364	740	1013.15	740
1382	750	1023.15	750
1400	760	1033.15	760
1418	770	1043.15	770
1436	780	1053.15	780
1454	790	1063.15	790
1472	800	1073.15	800
1490	810	1083.15	810
1508	820	1093.15	820
1526	830	1103.15	830
1544	840	1113.15	840
1562	850	1123.15	850
1580	860	1133.15	860
1598	870	1143.15	870
1616	880	1153.15	880
1634	890	1163.15	890
1652	900	1173.15	900
1670	910	1183.15	910
1688	920	1193.15	920
1706	930	1203.15	930
1724	940	1213.15	940
1742	950	1223.15	950
1760	960	1233.15	960
1778	970	1243.15	970
1796	980	1253.15	980
1814	990	1263.15	990
1832	1000	1273.15	1000

NOTE.—The temperature in degrees Fahrenheit is obtained by adding 32 to the temperature in degrees Celsius. The temperature in degrees Celsius is obtained by subtracting 32 from the temperature in degrees Fahrenheit and dividing the result by 1.8. The temperature in degrees Fahrenheit is obtained by multiplying the temperature in degrees Celsius by 1.8 and adding 32. The temperature in degrees Celsius is obtained by subtracting 32 from the temperature in degrees Fahrenheit and dividing the result by 1.8.

TEMPERATURE IN DEGREES FAHRENHEIT	TEMPERATURE IN DEGREES CELSIUS
32	0
50	10
68	20
86	30
104	40
122	50
140	60
158	70
176	80
194	90
212	100
230	110
248	120
266	130
284	140
302	150
320	160
338	170
356	180
374	190
392	200
410	210
428	220
446	230
464	240
482	250
500	260
518	270
536	280
554	290
572	300
590	310
608	320
626	330
644	340
662	350
680	360
698	370
716	380
734	390
752	400
770	410
788	420
806	430
824	440
842	450
860	460
878	470
896	480
914	490
932	500
950	510
968	520
986	530
1004	540
1022	550
1040	560
1058	570
1076	580
1094	590
1112	600
1130	610
1148	620
1166	630
1184	640
1202	650
1220	660
1238	670
1256	680
1274	690
1292	700
1310	710
1328	720
1346	730
1364	740
1382	750
1400	760
1418	770
1436	780
1454	790
1472	800
1490	810
1508	820
1526	830
1544	840
1562	850
1580	860
1598	870
1616	880
1634	890
1652	900
1670	910
1688	920
1706	930
1724	940
1742	950
1760	960
1778	970
1796	980
1814	990
1832	1000

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#### IV. RECOMMENDATIONS

##### A. RECOMMENDED EXPENDITURES FOR EXPANSION

The Library will soon need additional shelf space for books. There are various ways in which this could be provided, two of them, requiring the use of other parts of the building, being the most satisfactory for our purposes.

1. A plan considered a number of years ago, when there was a possibility of a new building which would house the cafeteria, provided for using the present cafeteria dining room as a stack room, with an interior stairway and a dumb-waiter. This space could also house a department where mending, putting, lettering of books could be performed, and where books and supplies could be received and supplies stored. The use of this room would provide for at least 10 years' growth, but would have the disadvantage of requiring either more student help to take books to and from the stack room, if it were closed to the student body, or additional professional or clerical help to supervise the stack-room if the students had free access to it. This plan would not provide much room for expansion of the Visual Aids Service.
2. A more satisfactory plan, from the point of view of administering the Library is as follows:

Transfer the Visual Aids Service to Room 4, reopening the passageway between that room and the Library. Transfer the Office of the Librarian, which is also the Catalog Department, across the hall into Room 5, or half of Room 5. This would release for stacks a portion of the Loan Department capable of providing shelf room for more than 12,000 volumes. A number of the special collections, namely the Textbook Exhibit, Periodicals, Carnegie Art Set, all other Art and Music books, and Fiction could be shelved here. There would be adequate room for growth in this new section, as well as in the stacks in the main reading room.

Growth in the size of the collection of books requires additional space for catalog and other files. It will be necessary to purchase more drawers for the catalogs, shelf-list and author index. Expansion of the Clipping Files must be expected frequently. While the process of weeding these files goes on continually, the addition of new subjects to the curriculum makes growth inevitable. A steel or wooden filing cabinet will soon be needed for the War Information Center. Its materials are now housed in a cardboard storage file.

The Visual Aids Collection has grown to such an extent that its cabinets are now too full. Two additional cabinets, similar to those now in the office of the Department should be constructed soon.

The High School Librarian requests a glass-topped Exhibit case, table-type. With the cooperation which the High School Librarian offers to all the departments of instruction, such an expenditure might well be considered as a service to the whole school.

##### B. Recommended salary increases.

Miss Griddlebaugh's salary should be raised at least \$100.00, in order to bring it to the level at which Miss Cook began her services as Assistant Librarian. In fact, in view of her 12 years of previous service, it might well be made still higher. Miss Holmes has proved her value during the past year, and is entitled to an increase, as well. I leave to the discretion of the administration consideration of the other members of the staff.

##### C. RECOMMENDED STAFF ADDITIONS

During the past 8 years we have depended upon the C.S.A. and W.P.A. for clerical assistance, to a very large extent. We have had from one to eleven W.P.A. workers. They have made many services possible; binding of books, unusually extensive service to faculty members, and comparatively rapid cataloging of books. As mentioned before,

THE UNIVERSITY OF CHICAGO

The University of Chicago is a leading center of research and scholarship in the fields of the natural and social sciences, the humanities, and the arts. It is a place where the best minds from around the world come to study and work together.

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the student assistance provided by the N.Y.A. has decreased each term. It has been necessary for the professional staff to spend their time and energies on clerical work; shelving books; typing orders, correspondence, and catalog cards. The W.P.A. has ceased to provide us with a typist, and if they did provide one again, previous experience shows that most of them are inefficient, so we could not expect much.

If this library is to continue to give the amount and type of service which it has given in the past, provision must be made for at least one full-time typist and stenographer, to take care of orders, correspondence, and cataloging, and at least 100 hours per week of student assistance for work at the Loan Desk, shelving books, pasting, lettering, and mending.

In spite of the rather dark view of the future caused by the sight of a thousand uncataloged books, and the prospect of a like number arriving within the next month, to be cataloged by a non-existent typist, it is greatly illumined by contemplation of the past year! In my first year as Librarian, I have experienced the kindest consideration and fullest cooperation from all members of the administration and staff, professional, secretarial, and custodial. In return, I have made, and will continue to make every effort to be of assistance in every possible way.

Respectfully submitted

Margaret J. Cook

LIBRARIAN

The library collection provided to the U.S. Air Force in 1945 was the result of a long and arduous process. The collection was built up over a period of many years, and it was not until 1945 that it was finally transferred to the U.S. Air Force. The collection was built up over a period of many years, and it was not until 1945 that it was finally transferred to the U.S. Air Force.

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John F. Kennedy  
1961

## ANNUAL REPORT OF THE COLLEGE HIGH SCHOOL LIBRARIAN FOR THE YEAR 1941/1942

With Miss Cook's understanding and more generous allotment of funds, we have carried on the work started last year, viz: revitalizing the CHS collection. Fresh material has been added in Social Studies and Science. General Science claims the most provocative titles. They lead the casually browsing student to a serious and widening interest; to a higher level of "free reading", a personal and natural correlation of literature and science.

For the English group, we must again mention the work of Mr. Hamilton's class. Following the pattern of previous years, his students collected funds to buy a double subscription to the Junior Literary Guild, one for boys, one for girls. These books eventually become laboratory materials in juvenile reading for College and Summer Session students. During the past summer this collection was circulated more widely than all other High School books, although the Library was open for only a few hours. (The Librarian was supplying at the College Library).

One other effort in combination with the English Department should be mentioned: a series of poems written by Mr. Nickerson's class and illustrated in water-colors in the 7th grade Art class. These watercolors were later made into Kodachrome slides with splendid effect, and used with College classes as a method of integration. Since these lantern demonstrations, many College students have come to the High School Library for suggestions, hoping to stimulate creative drives in juvenile activities in their own schools. Also, again this year, many teachers in the field have used the slides made each year by High School students in "Library Classes" showing the development of writing, printing, the alphabet, etc.

Apropos of outside use of the resources of the High School Library, it is interesting to find that CHS graduates away at college write for our lists, and for books and other help. This year we have sent material to Mills, Skidmore, Dartmouth, Cornell, Swarthmore, Vassar, etc.

Selecting a college for future work is an extra-library activity, for the CHS students come after school hours so that they may have uninterrupted attention. The total of 347 college catalogs circulated last year shows how carefully and intelligently the students work on their selection. This preliminary counselling takes much time, but saves the Director's time and advice for the ultimate decision.

The total circulation for the year was 7,128 books and pamphlets. This is a loss of 338 from last year. This may be explained by increased use of the Library's facilities during study-periods so that fewer books are required for home work, or by the greater use of the Library as a laboratory by teachers.

Library exhibits are planned to correlate with class projects. This year we intend to be less insistent on war materials, and to stress the spiritual and common heritage of all nations: literature, art and music. These may again bring new growth, understanding, and peace.

## EXTRA-LIBRARY ACTIVITIES OF THE LIBRARIAN

The Librarian has three duties unconnected with the Library: (1) Faculty advisor for the 7th grade; (2) School treasurer for all class funds; (3) Faculty advisor for Clio, the Social Studies club for women of the College. These are official titles, but the development of initiative, responsibility, and cooperation in these groups reaches far beyond the titles. Many projects begun in the

The following information was obtained from a review of the files of the [redacted] and is being furnished to you for your information. It is to be understood that this information is being furnished to you on a confidential basis and is not to be disclosed to the public or to any other person without the express written consent of the [redacted].

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7th grade home-room became school movements. This was so of the "Books for Soldiers" campaign. Enough funds were collected to buy 100 new books, carefully selected for soldiers' use. The next month enough used books were collected for another shipment. The Commanding Officer of the Fort to which they were sent wrote very appreciative letters.

Following the enthusiasms of the 7th grade, we collected silk stockings, useful for war materials. Three thousand pairs were collected in all. Another project, in cooperation with civic, national and international interests, was channeled into artistic expression. Attractive insignia were designed and painted, showing that the wearers had contributed toward food for children of the United Nations. More than \$40.00 was earned through the sale of these insignia.

As custodian of class funds, the Librarian checks all class dues and receipts, trails delinquents, and curbs expenditures for picnics, dances and trips.

The work has always a unifying and socializing influence. Sometimes these group activities take the form of trips: to an international hockey game at Madison Square Garden, to the summer lodge of a class-member, to art museums, points of historical interest, the opera, etc. Always the group is more unified and the experience enriches.

#### RECOMMENDATION

A glass-topped floor case for exhibits would be valuable in the Library. Displays on the tops of the book-shelves are difficult for the students of the lower grades to see.

Respectfully submitted,

MOLLIE C. WINCHESTER  
Librarian



VISUAL AIDS SERVICE,  
College Library, September 15, 1942

To Miss Margaret G. Cook, Librarian,  
THE ANNUAL REPORT OF THE VISUAL AIDS SERVICE OF THE COLLEGE LIBRARY.  
July 1, 1941 to July 1, 1942

During this period the Audio-Visual and Teaching Aids Service of the Library has added 325 catalogued units of teaching aids to its loan materials.

Comparative statistics:	<u>1940</u>	<u>1941</u>	<u>1942</u>
	825	2027	2384

From January, 1942 to July 1, 1942 the apprentice students catalogued 154 units. Many more are ready for cataloguing.

Alphabetically, there are the following units for loan:

A--145	from Abrasives to Aviation
B--120	from Baking powder to Butyl
C--227	from Caesar, Caius Julius, to Czechoslovakia
D--75	from Dancing and dances to Dyes and dyeing
E--79	from Earth to European war, 1939
F--105	from Family to Furs
G--98	from Games to Gypsum
H--190	from Haiti to Hygiene
I--24	from Iceland to Ivory, Vegetable
J--24	from Jackson, Andrew, to Juvenile delinquency
K--11	from Kansas to Kerosene
L--103	from Labor and capital to Luther, Martin
M--227	from Macaroni to Mythology
N--81	from National defenses to Nylon
O--13	from Occupations to Oregon
P--130	from Paints to Puppets
R--72	from Radion to Russia
S--326	from Safety to Syphilis
T--78	from Tapestries to Tuberculosis
U--53	from Unemployment to Utah
V--30	from Vanilla to Vocational guidance
W--68	from Washington, D.C. to Wyss, Johan David
Y--2	From Yeast
Z--3	from Zinc to Zola, Emile

2384

Besides the above there are teaching aids in pamphlet boxes in the Visual Aids Service. Other materials, such as books and pamphlets have been added to the information in the visual aids catalog, but were turned over to the library, to the vertical file, to the War Information Center, and to the College High School library.



The Visual Aids card index is kept up-to-date as far as possible. From it the following annotated copyrighted lists have been compiled between July 1941 and July 1, 1942:

Problems of American Democracy. Reilahan.  
 Music in the Junior and Senior High School. McEachern.  
 Health Education. Booth.  
 Pan-Americana, v. 2, 1942. Heimers  
 English Language and Literature. Pollock and Fulcomer.

The following lists are in preparation:

Mathematics-Visual and teaching aids. Hildebrandt and Heimers.  
 General Science. K.C. Smith.  
 Aeronautics. Heimers.  
 Recreation. Partridge and Heimers.  
 Business Education. Geigle and Sheppard.  
 Chemistry. Rev. ed. Reed.

When War conditions permit resumption of regular field trips for schools, it is planned to prepare a series of lists for individual states on field trips that may be taken in each. The material is already on file in the card index.

With the consent of the faculty, during the past year exceptional students have cooperated in choosing materials for inclusions in the following lists:

Problems of American Democracy.  
 Music in the Junior and Senior High School.  
 English Language and Literature.  
 General Science.  
 Business Education.

PAMPHLETS: 3910 pamphlets from 88 different agencies were again distributed to faculty members and their students either for class use or to supplement individual student files.

Fortunately there are some left over to start the school year 1942-43. It is becoming increasingly difficult to secure these valuable free materials.

#### USES MADE OF VISUAL AND TEACHING AIDS:

Circulation: July 1, 1941 to July 1, 1942 - 1358 units  
 compared to July 1, 1940 to July 1, 1941 - 1079 units.

HELP GIVEN INDIVIDUAL STUDENTS, both undergraduate and graduate, and some teachers in service: July 1, 1941 to July 1, 1942 - 967  
 July 1, 1940 to July 1, 1941 - 752  
 July 1, 1930 to July 1, 1940 - 301

APPRENTICES trained September 1, 1941 to July 1, 1942: Seniors 9  
 Juniors 4  
 These students worked 1276 hours. Sophomores 5  
 Freshmen 3

The following is a list of the names of the members of the American Medical Association who have been elected to the office of President for the year 1912.

Dr. J. C. Brainerd, Chicago, Ill.  
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## ADVICE given to and COOPERATION established with:

Liberty Bank of Buffalo - advice on visual aids in chemistry  
 Montclair Academy - advised on films for assembly programs  
 Montclair Public Library - films for Montclair Defense Council  
 National Education Association - Survey of safety materials, and  
 advice on Spanish America  
 N. J. State Teachers College, Trenton - Spanish American plays for  
 junior high school  
 N.Y.A. Resident Center, Verona - free sports films for assemblies  
 New York Central Railroad Motion Picture Bureau - advice on existing  
 railroad and transportation films  
 Office of the Coordinator of Inter-American Affairs (through Richard  
 M. Perdue) - advice on Pan-American unit of study  
 Pictorial Statistics - advice concerning issue of Metropolitan Museum  
 of Art reproductions and study units  
 U.S. Office of Education - advice on Pan-American loan exhibits for  
 high schools  
 China National Film Corporation of Chungking - advice on films for  
 child care, nutrition and agriculture  
 New Jersey Visual News - article on Visual Aids Service  
 Philadelphia Schools - materials for guidance  
 W.P.A., Washington, D.C. - advice on their national catalog of visual  
 aids produced by W.P.A.  
 U.S. Secret Service - editing of teacher's guide to Know your money  
 pamphlet  
 Cuba Department of Education - help on the establishment of sound film  
 library  
 Visual Mathematics - advice on publishing mathematical pictures for  
 elementary schools.

The Visual Aids Service has supervised the shipping of films for the  
 Montclair Cooperative Sound Film Library since September 1941.

## PROJECTORS: Use and disposition of:

Leica Elmar 50mm lens - kept in photographic darkroom.  
 M.C.M. Photometer for enlarging - kept in photographic darkroom.  
 Leica camera and exposure meter used 85 times.  
 Moving picture camera 1 - used 16 times  
 2 - taken to South America by Patricia Hull.  
 R.C.A. Playback used 60 times.  
 2 x 2 slide projector used 84 times.  
 Portable screen used 52 times.  
 Opaque projector (turned over to service by Professor Glenn in  
 April 1942) used 18 times.  
 Victor 16mm sound machine - used 61 times.  
 Bell and Howell 16mm sound machine - used 46 times.  
 Bell and Howell 16mm silent machine - used 24 times.  
 Bell and Howell 8mm silent machine - used 18 times.  
 Photographic darkroom was used by students 122 times during the year.

The Visual Aids Service now has catalogued 599 2 x 2" school made slides.  
 They are arranged by number in file cabinet loaned to the college for an  
 indefinite period by Remington Rand and Co., who built these cabinets at  
 the suggestion of the Visual Aids Service.



**NEEDS**

More cabinet space for filing visual aids materials.

Additional space for visual aids office.

A permanent assistant to be trained to help and succeed the present director

**REQUESTS**

Heads of the various departments request that one room in each department be equipped with dark slides and two electric outlets for plugging in projectors.

Various faculty members request that:

1. Definite amounts be set aside for the rental of films.
2. Students be trained to operate projectors.
3. Janitor service be provided so machines may be taken to and from classrooms.

Respectfully submitted,

Lili Heiners,  
Director, Audio-Visual and Teaching  
Aids Service



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NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

June 26, 1942

ANNUAL REPORT of the MEDICAL DEPARTMENT  
1941 - 1942

**I. Trends and Developments**

The work of this year has followed the general program of last year which includes:

- (a) Physical examinations of 863 students
- (b) Follow-up of Medical Recommendations and Correction of Physical Defects found -(detailed report is attached)
- (c) Improving physical efficiency of individual students referred to Medical Department from other departments
- (d) Tuberculosis survey - Patch test and subsequent chest x-ray where indicated
- (e) Hearing tests (Audiometer 4-A) of entire student body
- (f) Service rendered:

1. First Aid treatments	<u>1349</u>
2. Dormitory Care of	<u>193</u>
3. Issuance of Make-up slips for illness	<u>823</u>
4. Office Consultations	<u>1164</u>
- (g) Communication with private physicians re:  
improving physical efficiency of students

In addition we have followed the trend of the times in organizing the college in the care of possible air raids or sabotage. This includes the formation of First Aid squads for each of the four buildings. (List of the First Aid squads is attached); the equipment of four portable First Aid metal kits; instruction in First Aid given to 253 students.

**II. Enrollment Data - Undergraduates - Total - 656**

**III. Staff and Staff Changes**

The Medical Department has consisted of one full time non-resident physician and one full time resident nurse. A part time resident student nurse assisted in the Medical Department from September through February.

**IV. Recommendations**

- (a) Continue services of part time student assistant nurse, if possible. If this is impossible due to present shortage of nurses, the employment of one female and one male student to carry trays.
- (b) Purchase of Basal Metabolism machine for endocrine studies.
- (c) Adequate infirmary facilities
- (d) Adequate means for diagnosis of visual disturbances.

Respectfully submitted,

*Margaret M. Wurts*

Margaret M. Wurts  
College Physician



(b) Follow-up of Medical Recommendations and Correction of  
Physical Defects found - 1941 - 1942

	<u>Number of Defects found</u>	<u>Number of Defects fully or partially corrected</u>
Defective Eyes	421	93
Defective Teeth	82	36
Acne	129	12
Under-weight (10% or more)	37	9
Over-weight ( " " " )	90	7
Endocrine Disorders	33	16
Defective Feet	152	2
Defective Hearing	16	2
Nasal Defects	14	1
Defective Posture	88	?
Defective Tonsils	53	9
Elevated Blood Pressure	17	1
Digestive Disturbances	17	8
Hernia and Varicocele	16	1
Anemia	2	2
Tuberculosis	1	1

Explanatory Note: The small number noted as "defects corrected" is due to:

1. Failure of students to report to the Medical Department subsequent to correction of defect.

2. Lack of interest in case of a certain number of students.

3. Some defects are impossible of correction, such as, missing teeth; loss of vision due to muscle imbalance; deafness due to childhood ear infections.



NEW JERSEY  
STATE TEACHERS COLLEGE  
AT MONTCLAIR

September 16, 1942

To:

Dr. Harry A. Sprague, President  
State Teachers College  
Montclair, N. J.

ANNUAL REPORT OF THE DEPARTMENT OF BUSINESS EDUCATION  
FOR THE COLLEGE YEAR - 1941-1942  
-----

**I. DEPARTMENTAL DEVELOPMENT**

**A. Curriculum**

The curriculum offerings of the Department of Business Education consist of a major in the combined fields of social-business studies and bookkeeping and accounting and two minors--one in the social-business studies and the other in bookkeeping and accounting and related subjects.

The curriculum requirements for business education majors are as follows:

		<u>Freshman</u>			
<u>Number</u>	<u>1st Semester Title</u>	<u>Cr.</u>	<u>Number</u>	<u>2nd Semester Title</u>	<u>Cr.</u>
201	Junior Business Train.	4	202	Business Law I-II	4
<u>Sophomore</u>					
301A	Business Law III	2	303	Business Mathematics	4
301B	Bus. Org. & Mgmt.	2			
<u>Junior</u>					
405	Bookkp'g. & Acct'g.	4	407	Principles of Accounting	4
<u>Senior</u>					
401	The Tch'g. of Bus. Ed.	3		Student Teaching	10
302	Salesmanship	4	406	Business Economics	2

In addition to the above requirements the department has been offering three elective courses. They are:

304	Marketing	2 cr.
411A	Cost Accounting	2 cr.
409	Consumer Education	2 cr.

Up to the present time most of the majors obtain these courses before graduation.



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In order to obtain the necessary breadth of training the business education majors have elected to take two additional courses in two other departments of the college. These two courses are definitely related to the field of business education and are frequently found in the commercial department curriculum of the secondary school. They are:

Social Studies	301	Economics	4 cr.
Geography	302	Economic Geography	4 cr.

Considering the required work and the electives, the business education majors at Montclair have been able to obtain a well-rounded training in the fields of social-business, bookkeeping and accounting, and economics. The department majors that were graduated in June 1942 possessed 40-47 semester hours of credit in these fields plus ten or more weeks of practical business experience.

In the curriculum above, the courses numbered 201, 202, 301A, 301B, 302, and 406 constitute the required work for a social-business minor of eighteen (18) semesterhours of credit. Many of these minors also elected to take a semester's work in bookkeeping and accounting and the two-point course in consumer education.

Courses numbered 201, 303, 405, 407, and 406 plus ten weeks of practical business experience constitute the requirements for a bookkeeping and accounting minor of eighteen (18) semester hours of credit. Many of these minors have taken the additional two-point course in cost accounting.

#### B. Faculty

The permanent full-time staff in the Department of Business Education during the college year of 1941-1942 was as follows:

Assistant Professor Francis R. Geigle, M.A., Head  
Instructor Horace J. Shepard, M. A.

Due to the increased enrollment in the department and the required work of student-supervision, it was necessary to employ a part-time instructor during the second semester. Mr. Albert C. Fries was employed to teach two courses during that semester. Mr. Fries was on a leave of absence from the Illinois State Normal University and was working on his doctorate at New York University. He taught one of the sections of Business Law I-II and the class in Salesmanship.



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II. DEPARTMENTAL DATA FOR 1941-1942

A. Enrollment in Business Education Courses

<u>Number</u>	<u>1st Semester</u>		<u>Cr.</u>	<u>Enrollment</u>
	<u>Title</u>			
201	Junior Business Training		4	75
301A	Business Law III		2	43
301B	Business Org. & Mgmt.		2	42
302	Salesmanship		4	17
304	Marketing		2	16
401	The Teaching of Business Education		3	28
405	Bookkeeping and Accounting		4	41
409	Consumer Education		2	41
411A	Cost Accounting		2	16
<u>2nd Semester</u>				
202	Business Law I-II		4	50
302	Salesmanship		4	22
303	Business Mathematics		4	47
407	Principles of Accounting		4	33
406	*Business Economics		2	45

\* This course was offered for the senior majors and minors during the last six weeks of the college year following the period of student teaching).

It is interesting to note that the average number of students per class during the first semester was 29 and during the second semester 25.

B. Enrollment of Majors and Minors According to Class

<u>Class</u>	<u>Majors</u>	<u>Accounting Minors</u>	<u>Soc.-Bus. Minors</u>	<u>*Double Minors</u>	<u>**Electives</u>
Freshman	35				
Sophomore	33	22	15	2	1
Junior	18	16	16	2	2
Senior	<u>24</u>	<u>14</u>	<u>15</u>	<u>3</u>	<u>8</u>
Totals	110	52	46	7	11

\* 'Double minors' refer to those students who have elected to complete both minors in the department with a major in some other department of the college.

\*\* 'Elective' refers to those students who have elected to take one or more courses in the department without completing the requirements of a minor.



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C. Enrollment of Majors and Minors, 1936-1942

According to the records in the Department of Business Education the enrollment of majors and minors has been steadily increasing. The following enrollment data are evidences of this growth.

<u>Year</u>	<u>Majors</u>	<u>Minors</u>
1936-1937	--	80
1937-1938	--	83
1938-1939	28	85
1939-1940	50	85
1940-1941	28	94
1941-1942	110	105

D. Department Minors of the 110 Business Education Majors

<u>Department</u>	<u>No.</u>
Social Studies	28
Physical Education	24
English	19
Languages:	
French	4
Spanish	4
Latin	<u>3</u>
Mathematics	10
Geography	9
Music	7
Science	<u>2</u>
Total	110

E. Department Majors of the 105 Business Education Minors

Social Studies	42
English	29
Mathematics	28
Languages:	
French	3
Latin	<u>3</u>
Total	<u>6</u>
	105

III. ACCELERATION OF BUSINESS EDUCATION MAJORS

The Department of Business Education offered the regular fall semester courses in the summer session of twelve weeks. These courses were organized for the purpose of accelerating the graduation of all college students below the senior class. The courses offered and the enrollments were as follows:



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AT MONTCLAIR

Twelve Weeks

<u>Number</u>	<u>Title</u>	<u>Cr.</u>	<u>Enrollment</u>
201	Junior Business Training	4	18
302	Salesmanship	4	13
401	The Tch'g. of Business Education	3	16
405	Bookkeeping & Accounting	4	37
411A	Cost Accounting	2	16

First Six Weeks

301B	Business Org. & Mgmt.	2	21
304	Marketing	2	15

Second Six Weeks

301A	Business Law III	2	20
409	Consumer Education	2	9

It is interesting to note the percentage of business majors that elected to follow through on the accelerated program.

<u>Class</u>	<u>Number Accelerating</u>	<u>Number not Accelerating</u>	<u>Per Cent of Class Accelerating</u>
Freshman	15	20	43%
Sophomore	23	10	70%
Junior	16	2	89%

Of the total of 86 majors in the above classes, 54 or approximately 62% were enrolled in the summer session.

IV. OTHER DEPARTMENTAL INFORMATION

A. Business Experience

Due to war-time conditions it has been relatively easy for the business majors and accounting minors to obtain the required ten weeks of practical business experience. The records indicate that the majority of these students obtain much more than the required ten weeks. In addition, most of them possess experience that has a direct relation with their college training.

B. Observations

The business majors continue to be handicapped in obtaining a suitable amount of worthwhile observations. A great deal of this is done in the College High School. Due to the lack of business courses in the College High School, however, this type of observation is not completely



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satisfactory. Insofar as it is possible, some of the observations are done in the local or home-town high schools during the junior and senior years.

C. Extension and Summer School

Due to the failure in the past to attract in-service teachers, the Department of Business Education did not offer extension or summer school courses during the college year of 1941-1942.

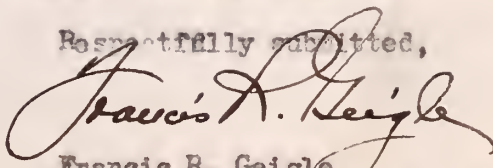
V. RECOMMENDATIONS

1. The amount of useful classroom material and the department supply of high school textbooks have continued to increase. It is very important that this material be filed in some central location in order that it can be located readily. The textbooks and supplementary materials are of particular importance in the professionalization of subject-matter in all business courses. In addition, two full-time teachers and one part-time teacher should have some place for staff conferences as well as conferences with business students. A business education office is of utmost importance and it is recommended that such an office be provided.

2. It is recommended that the Department of Business Education begin to consider the offering of graduate courses in Business Education as a possible post-war development. The failure of extension and summer school courses in the past is partially due to the lack of such a program. In addition, the number of Montclair business graduates is increasing and they should have the opportunity of continuing their graduate study at Montclair. During the past few years many in-service teachers have inquired about it and it is obvious that the College has a definite service to render in this respect.

3. The problem of student observation, as stated above, is a serious problem from the standpoint of teacher preparation. It is recommended that some consideration be given toward the adoption of one or two business courses in the College High School. Possibly a semester course in Junior Business Training and a semester course in Book-keeping would be sufficient and still not seriously interfere with the prescribed objectives and program of the College High School.

Respectfully submitted,



Francis R. Geigle  
Director of Business Education



June 20, 1942

President Harry A. Sprague

Dear President Sprague:

I am happy to make the following annual report of the Department of English for the college year 1941-42.

#### I. DEPARTMENTAL DEVELOPMENTS.

Orientation of the new head of the department to the personalities, activities, and needs of the College and the College High School was essential to successful work by the English department. At a time when a minor in Speech was being implemented, a new catalog was in the making, and an accelerated program demanded by the rapid development of national and international events was being undertaken, there was little time for individual supervision. Department meetings were held, however, to carry forward the recommendations of Dr. Pollock, as set forth in his report to the President for the year 1940-41. Study of the examination given to candidates for the Master's degree in English was begun. In order that the limitation of the extension program caused by the national emergency might not seriously retard candidates' progress toward a Master's degree, it has been proposed :

- (1) That candidates be urged to revise programs of studies proposed by former heads of the department, (2) that each candidate present himself for examination under the sponsorship and guidance of a member of the department who has worked closely with the student during his graduate study, and (3) that subject matter emphasis recognize as its frame of reference the needs of secondary school teachers.

At the recommendation of the head of the department the College accepted an associate membership in the School and College Conference on English. New Jersey State Teachers College at Montclair is the only state teachers college now represented in the Conference.

I am happy to note the Willard - Gould report of the Commission

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141 to 142

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— 1993: 500. The following text is a reproduction of the original text, with some minor corrections for clarity and consistency. The text is a reproduction of the original text, with some minor corrections for clarity and consistency.

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unavailable. Consistent results were also found for the other two measures.

Recommendation of Dr. Pollack, at New York in his report to the President

For the year 1994-95, 100% of the population is covered by the

...a letter to Berlin was sent. In order that the Commission on the

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The work in Speech has shown progress under the leadership of Dr. Ogg. For the school year ending May 25, approximately eighteen students were enrolled as Speech minors, and Dr. Ogg has built a Speech curriculum which will enable seniors graduating in February, 1943, to fulfill the requirements for a minor in Speech. The Speech Playhouse met bi-weekly and was the first program broadcast over WPAT in the current series of broadcasts called the MONTCLAIR RADIO CAMPUS. The Choral Speaking group, under Dr. Ogg's direction, presented an assembly program in the amphitheatre. Dr. Ogg assisted Mr. Conrad in public speaking refresher-courses for those faculty members preparing to accept assignments as speakers for the State Defense Council. Three members of the department participated as members of the Speakers' Bureau and as judges in various public speaking, speech, and drama activities during the year.

In the undergraduate curriculum the suggestion of Dr. Pollock for a required course in American Literature in the second half of the junior year was instituted as English 442, AMERICAN LITERATURE. In the new catalog it will appear as English 302, and become a 4 semester-hour requirement of all English majors.

Mr. Nickerson has continued his responsibility for the supervision of recent Montclair graduates and "state students." Mr. Nickerson and Mr. Hamilton assumed the major responsibility for the supervision of student teaching of English majors, although each member of the department took part in this supervision. After the enforcement of gas rationing the head of the department assumed the responsibility for supervision in the most remote areas of the State.

Public Relations of the College has continued under the direction of Mr. Pettegrove with the able assistance of Miss Terry Harman, B. A.. Miss Harman has secured considerable space in local and state papers for the work which has been done by the College in the national emergency. It is due to



her efforts that MONTCLAIR RADIO CAMPUS, over station WPAT, has become a Saturday morning feature of our Public Relations.

The work in dramatics under Mr. Bohn's direction has proceeded despite the difficulties of working without adequate stage facilities. PLAYERS brought to the campus the North Carolina PLAYMAKERS in a production of THE HOUSE OF CONNELLY. During the second semester they presented Thornton Wilder's OUR TOWN in the Mt. Hebron school auditorium before a large audience. The most successful Drama Day to date was held for the high schools of northern New Jersey. Both Mr. Bohn and Dr. Fulcomer served as judges and critics at the Play Day held at the University of Newark during the first semester.

Several semester hours were assigned to Dr. Cayley for the preparation of slides for use in the Art Appreciation section of the Freshman course in WORLD LITERATURE. The collection now numbers more than 1,000 items, many of them reproductions of exhibits from the galleries of the Museum of Modern Art in New York. In order to increase the recreational opportunities demanded by the accelerated program, Dr. Cayley has been assigned to instruction in tennis, and assigned hours are included in his schedule for the summer quarter.

To facilitate supervision of English in the College High School and to obtain objective evidence of the work in the general areas of English instruction, battery testing was instituted by the head of the department during the week of June 1 - 5. The tests used were: (1) Iowa Silent Reading, Elementary and Advanced, Form A, World Book Co.; (2) Essentials of English, Smith and McCullough, Educational Test Bureau; and (3) Cooperative Literary Acquaintance Tests, American Council on Education. General and literary vocabulary tests will be administered during the coming year. Attached is a copy of the results and interpretations of these tests which were sent to Mr. Seybold, Director of the College High School. (See V, STUDIES UNDERTAKEN IN THE DEPARTMENT.)

The Institute's reputation of being a safe haven for the world's best and brightest is well deserved.

While Miss Eula McKinney was on leave, Mrs. Mildred Headley, a teacher of considerable experience and a graduate student of the College, assumed responsibility for the classes in COMPOSITION; in the absence of the head of the department she taught ninth grade classes in the College High School. Three members of the department served on high school evaluations during the second semester.

When Dr. H. H. Ryan was called by the State to become head of the Civilian Morale Service, the head of the department assumed the chairmanship of the College committee on Participation and Information. As chairman of this committee he served also as a member of the Defense Coordinating Committee of the College.

For teachers in the field, courses providing a new orientation demanded by the national emergency will be offered for the first time during the Summer Session of 1942. These courses include:

- S 204 : EXTEMPORANEOUS SPEAKING,
- S 301 : LITERATURE FOR ADOLESCENTS: Developing Faith for Living through Literature,
- S 442B: AMERICAN LITERATURE: A Pageant of American Democracy,
- S 450 : CONTRIBUTIONS OF AMERICAN DRAMA TO AMERICAN DEMOCRACY,
- S 451 : AMERICAN LITERATURE AND THE RISE OF MODERN DEMOCRACY, and
- S 452 : CONFLICTING CULTURES IN CONTEMPORARY LIVING.

## II. ENROLLMENT OF MAJORS AND MINORS DURING THE PAST FIVE YEARS.

### ENROLLMENT FOR 1941-42 BY CLASSES, INCLUDING THE SPEECH MINORS.

Accepting the records supplied by the annual report of the New Jersey State Teachers College at Montclair for the school year 1940-41, the enrollment of English majors and minors over the past five years has been as follows:

<u>YEAR</u>	<u>MAJORS</u>	<u>MINORS</u>	
1937-1938	233	7	
1938-1939	217	96 (?)	
1939-1940	179	88	
1940-1941	<u>158</u>	<u>106</u>	<u>SPEECH MINORS</u>
1941-1942			
Seniors	38	18	--
Juniors	41	16	9
Sophomores	38	24	4
Freshmen	<u>34</u>	<u>15</u>	<u>5</u>
	151	73	18



## III. COURSES TAUGHT DURING 1941-42.

		<u>Summer Session, 1941</u>			
Course Number	Title	Semes- ter Hours	No. Sec- tions	Aver- age size	Instructor
S516	LANGUAGE PROBLEMS IN THE ENGLISH CURRICULUM	2	1	22	Conrad
S406	MODERN NOVEL	2	1	27	Conrad
S431A	SHAKESPEARE AND ENGLISH DRAMA, I	2	1	10	Hamilton
S419	GRAMMAR FOR TEACHERS	2	1	16	Hamilton
S515	ROBERT BROWNING	2	1	10	Nickerson
S413	MODERN POETRY	2	1	14	Nickerson
S401	TEACHING OF ENGLISH IN SECONDARY SCHOOLS	3	1	13	Nickerson
S447	INTRODUCTION TO PHILOSOPHY	2	1	13	Cayley
S518	MAJOR ROMANTIC POETS	2	1	9	Cayley
S442A	AMERICAN LITERATURE, I	2	1	21	Conrad

In the summer of 1941 the following courses were offered but did not fill:

S110B	WORLD LITERATURE, PART II	2			Cayley
S420B	SURVEY OF ENGLISH LITERATURE, PART II	2			Hamilton
S435	PLAY PRODUCTION	2			Bohn

<u>Fall Semester, 1941</u>					
447B	INTRODUCTION TO PHILOSOPHY	2	1	5	Cayley
421	SHORT STORY	2	1	48	Conrad
419	GRAMMAR FOR TEACHERS	2	1	20	Hamilton
416	ORAL INTERPRETATION OF LITERATURE	2	1	19	Ogg
406	MODERN NOVEL	2	1	16	Conrad
402	SURVEY OF BRITISH AND AMERICAN LITERATURE	4	2	24	Krauss
401	THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS	3	1	43	Fulcomer
310	JOURNALISM	2	1	15	Pettegrove

: 10.45 10.45

301A	ADOLESCENT LITERATURE	2	2	23	Hamilton
301B	MAJOR PLAYS OF SHAKESPEARE	2	3	29	Bohn Krauss Hamilton
201	BRITISH AND AMERICAN POETRY	4	3	29	Nickerson (2) Pettegrove(1)
200A	COMPOSITION	3	5	17	McKinney (4) Pettegrove (1)
200B	SPEECH	3	4	20	Ogg
101	LANGUAGE ARTS	4	2	34	Conrad
100A	WORLD LITERATURE	3	7	26	Bohn (2) Cayley (3) Krauss (2)

Part-Time Division, Fall 1941

A441	MEDIAEVAL EPIC, SAGA, AND ROMANCE	2	1	12	Krauss
A445	EIGHTEENTH CENTURY LITERATURE	2	1	10	Pettegrove
INT. E409	RADIO AND SOUND EQUIPMENT IN THE CLASSROOM	2	1	12	Nickerson
A449	PUBLIC SPEAKING	2	1	7	Ogg
A421	SHORT STORY	2	1	13	Conrad
A443	MODERN DRAMA	2	1	14	Bohn

Extension Service, Fall 1941

E410	PROBLEMS IN THE LANGUAGE ARTS	2	1	18	Miss Olive Williams
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In the extension program in the Fall, 1941, the following course was offered but did not fill:

E301A	LITERATURE FOR ADOLESCENTS	2			Hamilton
-------	----------------------------	---	--	--	----------

Spring Semester  
1942

447A	INTRODUCTION TO PHILOSOPHY	2	1	19	Cayley
442	AMERICAN LITERATURE	4	2	32	Fulcomer Conrad
441	MEDIAEVAL EPIC, SAGA, AND ROMANCE	2	1	12	Krauss
435	PLAY PRODUCTION	2	1	22	Bohn
315	SPEECH ARTS	2	1	10	Ogg

1000	WATER LITIGATION	3	4	10	1000
1001	WATER LITIGATION	3	4	10	1001
1002	WATER LITIGATION	3	4	10	1002
1003	WATER LITIGATION	3	4	10	1003
1004	WATER LITIGATION	3	4	10	1004
1005	WATER LITIGATION	3	4	10	1005
1006	WATER LITIGATION	3	4	10	1006
1007	WATER LITIGATION	3	4	10	1007
1008	WATER LITIGATION	3	4	10	1008
1009	WATER LITIGATION	3	4	10	1009
1010	WATER LITIGATION	3	4	10	1010

# WATER LITIGATION, 1911-1912

1011	WATER LITIGATION	3	4	10	1011
1012	WATER LITIGATION	3	4	10	1012
1013	WATER LITIGATION	3	4	10	1013
1014	WATER LITIGATION	3	4	10	1014
1015	WATER LITIGATION	3	4	10	1015
1016	WATER LITIGATION	3	4	10	1016
1017	WATER LITIGATION	3	4	10	1017
1018	WATER LITIGATION	3	4	10	1018
1019	WATER LITIGATION	3	4	10	1019
1020	WATER LITIGATION	3	4	10	1020

# WATER LITIGATION, 1911-1912

1021	WATER LITIGATION	3	4	10	1021
1022	WATER LITIGATION	3	4	10	1022
1023	WATER LITIGATION	3	4	10	1023
1024	WATER LITIGATION	3	4	10	1024
1025	WATER LITIGATION	3	4	10	1025
1026	WATER LITIGATION	3	4	10	1026
1027	WATER LITIGATION	3	4	10	1027
1028	WATER LITIGATION	3	4	10	1028
1029	WATER LITIGATION	3	4	10	1029
1030	WATER LITIGATION	3	4	10	1030

In the following column is the list of the following cases:

and where the list is full

WATER LITIGATION, 1911-1912

# WATER LITIGATION, 1911-1912

1031	WATER LITIGATION	3	4	10	1031
1032	WATER LITIGATION	3	4	10	1032
1033	WATER LITIGATION	3	4	10	1033
1034	WATER LITIGATION	3	4	10	1034
1035	WATER LITIGATION	3	4	10	1035
1036	WATER LITIGATION	3	4	10	1036
1037	WATER LITIGATION	3	4	10	1037
1038	WATER LITIGATION	3	4	10	1038
1039	WATER LITIGATION	3	4	10	1039
1040	WATER LITIGATION	3	4	10	1040

202	BRITISH AND AMERICAN FICTION	4	2	25	Conrad
200A	COMPOSITION	3	4	17	McKinney (3) Pettegrove
200B	SPEECH	3	4	20	Ogg
102	BRITISH AND AMERICAN DRAMA	3	2	32	Hamilton Bohn
100B	WORLD LITERATURE	3	6	32	Cayley (3) Krauss (2) Pettegrove(1)

Last Six Weeks, Spring, 1942

413	MODERN POETRY	2	1	11	Nickerson
407	BRITISH AND AMERICAN BIOGRAPHY	2	1	36	Conrad
404	SURVEY OF BRITISH LITERATURE	2	1	41	Krauss

Part-Time Division, Spring, 1942

A417	TEACHING OF SPEECH	2	1	12	Ogg
A516	LANGUAGE PROBLEMS IN THE ENGLISH CURRICULUM	2	1	12	Conrad
A422	SEVENTEENTH CENTURY LITERATURE	2	1	10	Pettegrove
A514	ORIGIN AND DEVELOPMENT OF THE ARTHURIAN LEGEND	2	1	10	Krauss

The following courses offered in the part-time division, Spring, 1942, failed to fill:

A506	JOHN MILTON	2			Hamilton
A431A	SHAKESPEARE AND THE ENGLISH DRAMA, PART I	2			Bohn

The following candidates received the degree of Master of Arts at the Commencement exercises in May, 1942:

Mrs. Charlotte B. Allen	Miss Adeline Mair Crankshaw
Mr. Bernard Boressoff	Miss Helen Kleinzahler
Mr. Carl M. Caspar	Mrs. Valeria Louise Voliva

During the year eight candidates for the Master's degree in English were admitted to the department.



#### IV. STAFF AND STAFF CHANGES.

The permanent staff during the year has been as follows:

Professor Edwin S. Fulcomer, Ed. D., Head

Associate Professor Lawrence H. Conrad, A. M.

" " William Paul Hamilton, A. M.

" " Paul S. Nickerson, A. M.

Assistant Professor Harold C. Bohn, A. M.

" " Harry G. Cayley, Ed. D.

" " Russell Krauss, Ph. D.

" " Mary Eula McKinney, A. M.

" " Helen Loree Ogg, Ph. D.

Instructor James Parker Pettegrove, A. M.

Miss Ruth Mallory, M. A., secretarial assistant during the first semester, resigned to become secretary to Dr. Heber H. Ryan in the State Civilian Morale Service. Mrs. M. C. MacPherson was appointed her successor, beginning March 9, 1942.

Miss Geraldine Smith, NYA assistant to the head of the department, was in charge of filing and recording of observations throughout the College High School English department.

#### V. STUDIES UNDERTAKEN IN THE DEPARTMENT.

At one of the first meetings of the Administrative Council for the year 1941-42 heads of the departments of Integration, Social Science, and Science expressed the need for more concrete training in composition throughout the College. In order to secure uniformity in the organization of written materials, they proposed the preparation of a style sheet to be used by all students. The President appointed as a committee, Professors E. S. Fulcomer, Roy W. Hatch, and H. H. Ryan. With the able assistance of Mrs. Lucia B. Hough, graduate student of the College, and a former editorial assistant to Harpers and to Knopf, a style sheet was prepared. This consisted of ten typewritten pages containing concrete suggestions for (1)



general organization of manuscript, (2) consistency, (3) foot notes, (4) bibliography, (5) punctuation, (6) modern standard usage. The committee recommends that this style sheet be printed, punched for insertion into standard size notebooks, and sold at the bookstore to all incoming students.

The major study undertaken by the department was the testing program carried out in all grades of the College High School during the weeks of June 1 and June 3. This entailed the taking over by the head of the department of all English classes during the last regular week of the College High School, and the devotion of full time during the week of June 3, with the assistance of Scott Smith, jr., and Miss Geraldine Smith to the tabulations and analysis of the tests. Attached are these tabulated results of the three tests given and a copy of the letter sent to Mr. Seybold with interpretations of these tests, and recommendations.

(1) ... (2) ... (3) ... (4) ... (5) ... (6) ... (7) ... (8) ... (9) ... (10) ... (11) ... (12) ... (13) ... (14) ... (15) ... (16) ... (17) ... (18) ... (19) ... (20) ... (21) ... (22) ... (23) ... (24) ... (25) ... (26) ... (27) ... (28) ... (29) ... (30) ... (31) ... (32) ... (33) ... (34) ... (35) ... (36) ... (37) ... (38) ... (39) ... (40) ... (41) ... (42) ... (43) ... (44) ... (45) ... (46) ... (47) ... (48) ... (49) ... (50) ... (51) ... (52) ... (53) ... (54) ... (55) ... (56) ... (57) ... (58) ... (59) ... (60) ... (61) ... (62) ... (63) ... (64) ... (65) ... (66) ... (67) ... (68) ... (69) ... (70) ... (71) ... (72) ... (73) ... (74) ... (75) ... (76) ... (77) ... (78) ... (79) ... (80) ... (81) ... (82) ... (83) ... (84) ... (85) ... (86) ... (87) ... (88) ... (89) ... (90) ... (91) ... (92) ... (93) ... (94) ... (95) ... (96) ... (97) ... (98) ... (99) ... (100) ...

COPY

June 12, 1942

Dear Mr. Seybold:

A brief interpretation of the English tests given throughout the College High School is presented here. It is apparent that the selective basis you use for admission is bringing students of ability. This is manifest in the limited ranges and the high school and class medians in the Iowa Silent Reading test. The extreme range in the Essentials of English test at the twelfth grade indicates lack of attention to these specifics in the upper three years, since the junior high school ranges, while much greater, indicate greater superiority to the national norms. The scores of the Literary Acquaintance test in the tenth, eleventh, and twelfth grades all fall below the national norms, and, since these norms include many schools without a library and full-time librarian, and embrace children from homes far different from the homes of College High School students, it is apparent that we need to devote attention to the extensive reading program in the senior high school. This will be particularly true of next year's senior class, and I shall discuss the twelfth grade program with Mr. Bohn in considerable detail.

The first pages of the Iowa Silent Reading Tests should be inserted in the individual folders of the students. These will show at a glance the weaknesses, strengths, and deviations from the norm of each individual student. The blanks themselves I shall turn over to the teachers who will have these students during the coming year. Upon graduation, or one year later, it has generally been my policy to destroy the blanks themselves, and keep only the records of the scores.

I should like to express my appreciation of your cooperation in this program and thank you for providing the assistance which made such a detailed and complete study possible. The tabulations and scoring have been as carefully done as in any testing program which I have undertaken. I assure you that I shall use these results in my supervision of the English work in College High School and feel sure that it will enable you to make better recommendations of these people for college. I shall also use these results, substituting numbers for names, in my methods course, and trust that you can find use for them in your own integration courses.

These have been two intensive weeks, but I feel amply repaid in the results which I now turn over to you.

Cordially yours,

(Signed)

Edwin S. Fulcomer  
Head of the Department of English

ESF:gs



TABULATIONS OF SCORES OF ENGLISH TESTS

GRADE	IOWA SILENT READING	ESSENTIALS OF ENGLISH	LITERARY ACQUAINTANCE
12	National 75 Percentile 96	National 75 Percentile 122	National 75 Percentile 67.43
	National Median-85	National Median- 112	National Median 60.75
	School Median 94.13	School Median 109.54	School Median 47.5
	Class Median 93.5	Class Median 120.5	Class Median 60
	Range 116 - 73.5	Range 143.5 - 89	Range 84- 42
11	National 75 Percentile 90	National 75 Percentile 116	National 75 Percentile 62.86
	National Median-81	National Median 104	National Median 56.25
	School Median 94.13	School Median 109.54	School Median 47.5
	Class Median 94	Class Median 116.75	Class Median 53
	Range 109.5- 74	Range 138 - 91	Range 68 - 38
10	National 75 Percentile 86	National 75 Percentile 108	National 75 Percentile 58.57
	National Median-77	National Median 95	National Median 52
	School Median 94.13	School Median 109.54	School Median 47.5
	Class Median 93	Class Median 113	Class Median 50
	Range 112 - 76	Range 132 - 84	Range 71 - 36
9	National 75 Percentile 82	National 75 Percentile 100	National 75 Percentile 54
	National Median-74	National Median 89	National Median 47.75
	School Median 94.13	School Median 109.54	School Median 47.5
	Class Median 96	Class Median 107	Class Median 27
	Range 114 - 70	Range 132 - 92	Range 51 - 30
8	National Grade Equiva- lent: 64 equals Grade 8.0	National 75 Percentile 91	
		National Median 79	
	School Median 79.13	School Median 107.54	
	Class Median 81.25	Class Median 87	
	Range 91.25 - 67	Range 129 - 40	
7	National Grade Equiva- lent: 58.5 equals Grade 7.0	National 75 Percentile 84	
		National Median 72	
	School Median 79.13	School Median 109.54	
	Class Median 77	Class Median 95	
	Range 88 - 67	Range 120 -- 47	

Grade	State	City	Year	Score	Rank	Score	Rank	Score	Rank	Score	Rank
1	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
2	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
3	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
4	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
5	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
6	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
7	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
8	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
9	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
10	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
11	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1
12	Ala.	Montgomery	1907	75.0	1	75.0	1	75.0	1	75.0	1

## VI. TEACHING IN THE COLLEGE HIGH SCHOOL.

During the Fall and Spring semesters the following staff members have taught English classes in the College High School. Each class carries a credit of four semester hours per semester.

Grade 7: Mr. Nickerson	Grade 10: Mr. Conrad
Grade 8: Mr. Hamilton	Grade 11: Mr. Pettegrove
Grade 9: Mr. Fulcomer	Grade 12: Mr. Bohn

Mr. Pettegrove served as advisor to the High School publications: the bi-weekly newspaper, COLLEGE HIGH CRIER, and the yearbook, LA CAMPANILLA. No allowance in his teaching load was given for this service.

Mr. Hamilton served as director of the College High School dramatic club. Two semester hours were allotted on his schedule for this service.

Mr. Bohn served as advisor to the twelfth grade without receiving any credit in semester hours.

No change in grade placement of these instructors is indicated for the school year 1942-43.

## VII. RECOMMENDATIONS.

### Personnel.

For the development of the Department of Speech and the advancement of the work in drama, I recommend that an assistant in Speech, with specialized training in stagecraft be provided. This person should be prepared to assist Mr. Bohn in the technical work in costuming, lighting, and construction, and be able to assist Dr. Ogg in her SPEECH FUNDAMENTALS class.

I acknowledge the recommendations of Dr. Pollock (see report for 1940-41) concerning :

It is noted in the records of the

During the fall and winter months the following students have been granted admission to the College of Arts and Sciences. They have been admitted as follows:

Grade 11: Mr. Jones	Grade 11: Mr. Wilson
Grade 11: Mr. Peterson	Grade 11: Mr. Smith
Grade 11: Mr. Brown	Grade 11: Mr. Taylor

Mr. Peterson was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Smith was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Brown was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Taylor was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Wilson was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Jones was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

Mr. Peterson was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college. He was admitted as a student in the first division of the college.

- (1) The elevation of Dr. Krauss to the rank of Associate Professor, and
- (2) Raising the rank of Mr. Pettegrove from that of Instructor to that of Assistant Professor. I re-stated this recommendation in writing on December 16, 1941, following a discussion of Mr. Pettegrove's advanced studies with Dr. Harry W. Wells of Columbia University.

I recommend that Mrs. M. C. MacPherson be retained as secretary to the head of the department. Due to the increased load the head of the department will carry during the Fall semester as director of publicity for the 32nd Annual Convention of the National Council of Teachers of English, to be held at Atlantic City, I request that a substantial increase of her time be devoted to the department of English.

I recommend that Miss Geraldine Smith be retained as the NYA assistant to the head of the department for the full year 1942-43. NYA assistance should be given to Dr. Cayley for the preparation of slides, and to Mr. Pettegrove for handling the Public Relations of the College. Should no NYA funds be available, I recommend that \$100.00 a semester be allocated from the Instructional Budget to the English department for student clerical assistance.

#### Instructional

1. Students taking the accelerated program may now be in college for three regular semesters and the summer semester before receiving formal instruction in composition. Instruction in this area should be provided by requiring each sophomore student in the accelerated program to take English 200B one hour daily during the twelve weeks summer term. The immediate publication of the college style sheet and its use in this course and throughout the college is recommended as supplementary to the composition program.



2. Reconsideration of survey courses to develop thoughtful reading rather than the rapid page-turning now apparent among students in such courses is recommended. Extensive reading, supplemented by lectures, checked only by weekly quizzes seems inadequate training for secondary school teachers in broad literary fields. Survey courses should clearly indicate the plateaus, valleys, and focal points of the field they attempt to encompass. Graduate students taking the examination for the Master's degree seem unable to orient their study in the expanse of English and American literatures from Boewulf to Pearl Buck.

In WORLD LITERATURE it is imperative at the present time to teach understanding of the culture and philosophy of those peoples who have made major contributions to American culture. Students in this field should also become acquainted with the culture of those people who are now our Allies. Selection of materials and student discussion should keep such objectives constantly before the class. Freshman students should be taught to read with enjoyment and understanding such eminent books as:

THE BIBLE DESIGNED TO BE READ AS LIVING LITERATURE

THE STORY OF GREECE, Durant

DECLINE AND FALL OF THE ROMAN EMPIRE, Gibbon

THE TALE OF GENJI, Murasaki

CANDIDE, Voltaire

DON QUIXOTE, Cervantes

ANTHOLOGY OF WORLD POETRY, Van Doren

WAR AND PEACE, Tolstoi

THE MAKING OF TOMORROW, De Selles

3. Continual use of the lecture, notebook, test method should be discouraged in the preparation of English teachers for the secondary school. During the junior and senior years the workshop type of experience in teacher training should be instituted. The "problem approach,"

2. The following is a list of the names of the persons who have been

admitted to the office of the Secretary of the Board of Education.

The names of the persons who have been admitted to the office of the

Secretary of the Board of Education are as follows:

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the unit of work, and elementary research should be a requirement of all English majors. These lie within the frame of reference of secondary education and encourage emphasis upon vital subject matter.

4. Since most English teachers must produce plays as part of their high school teaching assignments, the course in PLAY PRODUCTION should be required to qualify for recommendation in that area. Registration in the course should be prerequisite to membership in PLAYERS, and the course should provide opportunity for rehearsal, construction, costuming, and lighting of all public PLAYERS productions. PLAY PRODUCTION should be a required workshop for all students preparing to teach dramatics and to coach plays.

Respectfully submitted,

*Edwin S. Fulcomer*

Edwin S. Fulcomer  
Head of the Department of English

ESF:cm



ANNUAL REPORT  
OF THE  
GEOGRAPHY DEPARTMENT  
1941-1942

The enrollment of geography minors during the academic year 1941-1942 totalled fifty-five. This number is somewhat smaller than the 1940-1941 academic year, but it is higher than the five year average 1936-1941. In addition, there were some fifteen part-time students working out minors in geography.

Enrollment for the Academic Year 1941-1942

During the academic year 1941-1942 the following courses were given.

	<u>Number of Sections</u>	<u>Number Enrolled</u>
Science 100 Physiography	6	193
Geog. 201 Climatology	1	8
Geog. 301 Eurasia	1	20
Geog. 202 Western Hemisphere	1	8
Geog. 302 Economic Geography	1	20
Geog. 412 Africa, Australia, and New Zealand	1	12
Geog. 406 Geology	1	15
Fall Extension		
Geog. 302 Economic Geography	1	14
Spring Extension		
Geog. 302 Economic Geography	1	13
Totals	14	303
Summer Session, 1942 Accelerated Program		
Geog. 201 Climatology	1	25
Geog. 411 Geographic Influences	1	16
Geog. 413 Economic Geography of South America	1	12
Geog. 412 Africa, Australia, and New Zealand	1	19
Geog. 504 Economic Geography of Europe	1	14
Geog. 509 Economic Geography of Asia	1	12

Of the total number of people registered in the various courses offered during the summer session of 1942, some forty-six are minoring in geography.

# ANNUAL REPORT OF THE GEOGRAPHICAL INSTITUTE 1941-1942

The enrollment of Geography during the academic year 1941-1942 totaled 1775-five. This number is somewhat smaller than the 1940-1941 academic year, but it is higher than the five year average. In addition, there were some fifteen half-time students who are not shown in figures.

## Enrollment for the Academic Year 1941-1942

During the academic year 1941-1942 the following courses were

given:

Number of Students	Number of Sections	
143	5	General 100 Geography
5	2	Geog. 201 Climatology
20	1	Geog. 202 Maps
5	1	Geog. 103 Western Hemisphere
20	1	Geog. 104 Economic Geography
12	1	Geog. 115 Africa, Australia, and New Zealand
12	1	Geog. 116 Europe
14	1	Geog. 105 Economic Geography
12	1	Geog. 106 Economic Geography
303	11	Totals
12	1	Summer Session, 1942 Accelerated Program
18	1	Geog. 201 Climatology
18	1	Geog. 111 Geographic Relationships
12	1	Geog. 112 Economic Geography of North America
18	1	Geog. 113 Africa, Australia, and New Zealand
18	1	Geog. 104 Economic Geography of Europe
12	1	Geog. 105 Economic Geography of Asia

Of the total number of people registered in the various courses offered during the summer session of 1942, one hundred and six were in Geography.

The present registration in the "Geography of the Western Hemisphere" and "Economic Geography" total fifty-three. In addition, seventeen people are registered in the extension course.

The first World War gave great impetus to the study of geography. The present Global War is demonstrating that it is necessary for man to have a thorough knowledge of geography to appreciate and understand many of the world's most significant problems, problems that must be solved before man can enjoy life on this earth. As a nation, we are a group of geographic illiterates, and we will remain that way unless the Superintendents of Schools, Commissioners of Education, and the boards that set our high school and college requirements demand that more geography be taught in the secondary schools, especially in the high schools, by thoroughly trained and competent geographers.

I could cite countless numbers of shocking examples of geographic ignorance on the part of college students. Most high school graduates have not the geographical ability necessary to read intelligently the daily newspaper. Too much time has been given to non-essential controversial issues, time that might better have been used in dealing with realism. However, it is not the fault of the students. Most young people enjoy the subject matter of geography when it is properly presented, and are eager to equip themselves with the many valuable assets that it has to offer.

One of the important places to aid in correcting some of these evils is in the high school, which would bridge the gap between the grammar school and the colleges. Also, our colleges should make more geography mandatory - and the teachers colleges should take the lead. In my opinion, geography, which now holds a secondary position in most colleges and universities in the U. S. A., will soon become an important major field of study. A number of colleges are already planning for this very thing - Dartmouth

The present registration in the University of the Faculty of

Letters and Economic Geography, total fifty-three. In addition, registered

people are registered in the extension courses.

The first thing that comes into the mind of Geography.

The present situation is in a position that it is necessary for me to

have a thorough knowledge of Geography in its various and important ways

of the world's most significant problems, which must be solved

before we can enjoy life on this earth. As a result, we are a group of

geographic illiterates, and we will remain that way unless the Government

states of schools, Government of Education, and the people that we are

high school and college registrants found that were necessary in regard

in the secondary schools, especially in the high schools, by Geography

trained and competent registrants.

I could also consider matters of schooling matters in Geography

importance in the part of college students. That this school graduates have

not the geographical skills necessary to read intelligently the daily

newspaper. For that time has been given to non-essential contemporary

issues, that that other better have been used in dealing with problems.

However, it is not the fault of the students. That must be left to the

subject matter of Geography when it is properly presented, and the effort to

equip themselves with the many valuable assets that it has to offer.

One of the important things to add in considering some of these

while it is in the high school, which would bridge the gap between the present

school and the colleges. Also, our colleges should have more Geography

teaching - and the secondary schools should have more. In an ideal

Geography, which now holds a secondary position in most colleges and univer-

sities in the U. S. A., will soon become an important subject field of study.

A number of colleges are already planning for that very thing - Geography

announced only a few days ago that on January 1, 1943 its instruction in geography would be expanded into a Department of Geography.

In our college, besides the science background required of all students, additional courses in regional and political geography should be required of all students other than minors.

Respectfully submitted,

Harley P. Milstead  
Department of Geography

announced that the day after the next (Monday, 12th) the meeting in

geography would be suspended for a period of two days.

In our college, besides the science department, several of the

students, especially those in the school and technical geography should

be required to do this kind of work.

Respectfully submitted,

Walter P. Williams  
Department of Geography

DEPARTMENT OF INTEGRATION

## REPORT TO THE PRESIDENT

September 15, 1942

## I. TRENDS AND DEVELOPMENTS

1. PLACEMENT OF STUDENT-TEACHERS. Placement of student-teachers is complicated by a number of recent developments. The unsettled conditions which have resulted from the war effort keep the superintendents and supervising principals in a ferment, so that the requests for student teaching privilege are less welcome than before.

The draft and the demands of industry have drawn experienced teachers from the faculties of the high schools, and so have reduced the number of teachers who are capable of training student-teachers. It is inevitable that for a few years some of our seniors will be practicing under relatively inexperienced teachers. This problem is less acute in the larger cities of the state.

In some cases, after the arrangement for student teaching has been agreed upon, the drafting of the senior or the training teacher, or both, upsets the whole arrangement and makes a new start necessary.

There have been some urgent requests that a senior be allowed to take full responsible charge of classes, to fill vacancies for which certified teachers are not available. Some of these will have to be granted. It is important that the number be kept to a minimum, in order that the standard of excellence of the beginning teacher be kept up. Since coming to Montclair I have developed a genuine respect for the twelve-week student-teaching period and its effects upon the seniors.

The shortening of the student-teaching period is one of the serious casualties of the war-time program. The number of supervisory visits to each senior cannot be held at three, and the unavoidable haste in each visit cuts down the quality of the supervision.

2. PLACEMENT OF GRADUATES. The placement program submitted by Dr. Smith will show that our list of candidates is almost exhausted. A few graduates remain who insist upon working near their homes or whose placement is restricted by some other consideration.

There are a number of our graduates who are engaged in other occupations. Many of these have not fulfilled their pledge to teach a stated number of years. Pressure might compel some of these to teach; but the application of that pressure would run afoul of the war enthusiasm; the sympathy of the public would be with the graduate who insisted upon remaining in an industry associated with the war effort.

As usual, the shortage has been most acute in science and mathematics, with physical education for boys a close third.

3. GRADUATE PROGRAM. Shortage of gasoline and tires, preoccupation of teachers in the war effort, the rising cost of living, and similar emergency factors have reduced the enrollment in graduate courses; as a consequence the variety of offerings, semester by semester, is reduced. For example, in the fall of 1941 this department offered thirteen courses; in the fall of 1942, seven courses.



The number of new matriculations has also dropped. Following is a table showing the matriculations by academic years, September 1 to August 31.

1935-36	21 Matriculations
1936-37	29 "
1937-38	46 "
1938-39	52 "
1939-40	49 "
1940-41	35 "
1941-42	20 "

At present the total active matriculations on file are:

Personnel and Guidance	38
Administration and Supervision	<u>97</u>
Total	135

4. ACCELERATED PROGRAM. The accelerated program has its effects upon the work of this department. Since these effects are to be found in all departments, no special comments are called for here. The work is more difficult and trying for all, and standards suffer.

## II. ENROLLMENT DATA

Since our undergraduate courses are required, the enrollment is simply a reflection of the enrollment of the College and of modifications of the rates of progress through the curricula.

The graduate enrollment will be low for the duration of the war. An example is found in a comparison of the registration in Integration classes for the summer of 1941 with that for 1942:

Summer 1941	296 registrations
Summer 1942	215 registrations

This represents a drop of 27 per cent.

## III. STAFF AND STAFF CHANGES

For the undergraduate work our regular staff has remained the same. During the spring of 1942 we had the assistance of Dr. C. C. Carrothers in the supervision of student-teaching. Ordinarily the spring semester has required two additional staff members for this purpose, but the accelerated program has reduced the number of student-teachers.

In the graduate program we have added temporary faculty members as follows:

Summer 1941 Dr. Wilford M. Aiken, Dr. Eloise B. Cason, Miss Winifred Crawford,  
Dr. Harry Stearns, Dr. Harry Tann, Mr. Roy Zimmerman

Fall 1941 Dr. Grant Leman, Mr. Curtis Threlkeld



Spring 1942 Dr. Lemuel Johnston, Mr. Arthur Trigley, Dr. James Plant, Miss Winifred Crawford

Summer 1942 Mr. Lawrence Chase, Miss Winifred Crawford, Dr. Lemuel Johnston

#### IV. RECOMMENDATIONS

1. RENEWAL. The recommendations of last year's report for additional clerical help and for a conference room where superintendents might confer with candidates are hereby repeated.

2. MILEAGE. A higher per-mile allowance for automobile travel should be made. Cost of operating a car has risen. A small appropriation would take care of the matter; where justice is so inexpensive, it is hard for supervisors to understand why it should not be done.

3. RATIONING. The way could be paved for those members of the faculty who supervise student-teaching, by the President's taking up with the Montclair Rationing Board the whole matter of supervision and its demands upon the cars of the supervisors. Once the Board got the picture, its deliberations on each faculty member's application could be short and the action prompt. So far, no faculty member, so far as I know, is ready to apply for tire priority; but that will come soon. All the supervisors must get special gasoline allowances.

Unless we can have some assurance that tire priorities will be allowed the supervisors, I think we should not demand the use of their cars.

4. MAJORS IN MATHEMATICS AND SCIENCE. I believe that a deliberate effort should be made to divert some of the students who ordinarily major in English and Social Studies, to Mathematics and Science. The perennial surplus of teachers in the former and shortage in the latter are greatly aggravated by the war activities; persons prepared in science and mathematics are in demand in war industry.

5. GRADUATE CURRICULA. It is my opinion that the graduate curricula in Administration and Supervision, and Personnel and Guidance, proposed more than a year ago, should have the approval of the proper authorities and be put into operation.

#### V. STUDIES MADE.

1. CURRICULUM ANALYSIS. The study of the departmental curricula from a functional point of view, begun two years ago and reported last year, has been terminated. The results are to be sought in the handling of our courses in the future.

2. VOCATIONAL SCHOOLS. Last year Dr. Jackson conducted, for County Superintendent Lawrence Chase, a study of the causes of withdrawals from the Vocational schools of this county.

3. RECORDINGS. Mr. Seybold has made a large number of recordings of school work, of committee reports, and of radio programs. These he uses in his methods classes and in relations with schools of the state.



4. READING. Dr. Sperle has continued her studies of the reading abilities of our freshman. I submit herewith her report for the year.

5. MATERIAL FOR PUBLICATION. Dr. Partridge reports that he is preparing material for three publications, including some sections for a forthcoming "Encyclopedia of Guidance".

Dr. Sperle and I have compiled some material on Case Study in the Training of Teachers. With the return of normal times this may merit publication.

Very truly,



N. H. Ryan  
Director of Integration

HEP\*BAB

ms. A. 1. 1. 1. 1. 1.

## REPORT ON THE STUDY OF FRESHMAN READING

September 15, 1942

## I. Purpose:

- (a) To help students (as students) to know their strengths and weaknesses and to give them information on how to improve their reading efficiency.
- (b) To help students (as prospective teachers) to develop the high degree of reading efficiency which teachers should have.

## II. Procedures:

- (a) Every fall (since 1937) each freshman has an optalmograph reading test. This affords an analysis which reveals the degree of mastery of mechanics involved in reading as well as the functional efficiency as indicated by results of a comprehension test on the material read. These data are on file if anyone wishes to consult them.
- (b) Each student is helped to study and interpret his reading graph. Suggestions for improvement are made. Individual consultation is invited.
- (c) In May of each year approximately half of the freshmen are given another optalmograph test.

## III. Results:

- (a) Basic assumption: Everyone entering this college could attain a high degree of reading efficiency under two conditions,
  1. If proper methods and materials were used systematically
  2. If the genuine desire were present and if the opportunity were given

## (b) Facts discovered:

1. Approximately 50% of each freshman class fall below norm for college. While this is a "normal distribution", we cannot fail
2. to realize that something should be done for these students if the basic assumption stated above is true.

The following data indicating the best and the poorest individual performance from the freshman class, 1941, may be illustrative:

	<u>Best</u>	<u>Poorest</u>
Rate - words per minute	570	189
Comprehension score	100	90
Time (in seconds)	10.50	31.75
No. fixations per 100 words	50	98
No. regressions per 100 words	4	14
Average duration of fixation	.20	.32
Average span of recognition	2.00	1.02

3. The May re-tests indicate that students have not made the desired improvement when left to their own responsibility.
4. Since they are "successful" with their college work it may be fair to assume that they are compensating in other ways for their lack of reading efficiency. This compensation may be keen attention and efficient listening or it may be an inordinate amount of time spent on college work.



# Recommendation:

If we believe in the purposes for which this study was undertaken and if we subscribe to the basic assumption enunciated under "Results" it is recommended:

1. That laboratory and small group instruction be provided
2. That adequate equipment and material be provided
3. That more attention to reading for all students be given to the end that we make real readers of all our teachers.

Respectfully submitted,

D. Henryetta Sparle

BAB



Montclair State Teachers College  
 Yearly Report of the Language Department  
 1941-----1942

In September 1941 the staff of the Language Department began the work of the current year with enthusiasm despite the unsettled domestic conditions incident to the great European war. These conditions affected all of the staff engaged in the teaching of the modern foreign languages because of the peril to members of their families living abroad. Such circumstances rendered the work of teaching doubly hard; it is difficult to do complete justice to French or Spanish when one has to keep in mind the fate of those nations in this period. Still the more desperate the plight of the nationals whose languages were being taught the more serious was the effort of the staff to make this teaching valuable. The entry of the United States into the war in December intensified the effort. This was evident in the activity of the staff in the work of the Speakers Bureau and of those committees set up at the college to handle the air raid protection.

The roster of the staff for 1941-2 follows:

W.H. Freeman , Ph.D., Head of the Department, Professor of Languages

Miss E.F. Littlefield, Assoc. Professor of Languages

Mrs. P.G. Cressey, Ass't Professor of Languages

Miss Teresa de Escoriza, Ass't Professor of French

Miss Tullia de Rogatis, French Instructor in High School

Miss Ruth Thomas, Latin Instructor in High School

Miss Maria Pordon, Spanish Instructor in College

The latter three were part time teachers.



Enrollment in the Department  
September 41-May 42

	101	102	201	202	301	302	402	404	
Latin	15	13	11	13	15	14	7	7	
French	21	16	22	22	13	9	12	13	417 (7)
Spanish	24	21	7	7	11	7	0	7	Beginners (50)
Language	300 (180) 401 (14)								

Despite the unfavorable war conditions the figures for our enrollment stand up well. Over the past few years we have maintained about the same aggregate of students. This has been occasioned by the limit set for the department by the state. It is true that in some languages the number of applicants has not been as large as formerly but we have not had so many to reject as we did when the candidates were more numerous. The demand for Spanish which set in one year ago has definitely increased the Spanish problem. We had to employ Miss Pordon to teach the non-credit Spanish course for beginners to lighten the burden for Miss Escoriaza. Miss de Rogatis taught French in the High School to free Miss Escoriaza for the teaching of Spanish intirely.

#### Department Activities

The usual activities of the department were maintained during the year save for those that would have been seriously hampered by the governmental restrictions following our entry into the war. Our club work went on within the college in each language group. In January Miss Patricia Hull return from a year of study at Lima, Peru. In October we received from Cuba Mr. Fernando Ortega for a year of study on the campus. Miss Anita Magistro



spent the year at Laval University, Quebec, Canada, and returned in time for the Summer term. These three students were under the direction of the Foreign Exchange Fund and served to continue our practice of sending students abroad for study now seriously interfered with by the war.

After some preparation had been made for the annual Spring Language Festival, the entry of the United States into the war suggested that care should be taken lest we become further involved in a project which could not be brought to a successful conclusion. Discussion at several department meetings led us to the conclusion that the Festival should be given up for the present. Governmental restrictions on travel and the adoption of the accelerated program confirmed our original thought on the matter. Later experiences showed that we were right in deciding that it was unwise to add the labor of preparation and presentation of a festival to the difficulties of an extended and continuous period of study. As the war appears at present it seems reasonable to expect that we should be very careful not to return to a festival project until the situation clears and we can begin again to send Exchange students abroad. Returning students have in the past brought us the material which has made our festivals fresh and vital. We could only depend today on old songs and dances of past festivals were we to make another presentation.

During the latter part of the year Miss Tonone arranged to take some students to Canada in June. This project was set up before the adoption of the accelerated program. It was carried out at the date originally set which unfortunately coincided with the end of the first summer term and the period of examinations. This was unfortunate for students and staff despite the values inherent in the project. Miss Tonone's subsequent illness suggests that better planning should precede any similar project if indeed any should be contemplated.



### The Accelerated Program

Inasmuch as this report covers the summer of 1942 the following items about the accelerated program are pertinent. On May 26 the summer term began following a curtailed winter session. This summer term was due to the needs of the country at war. Looking ahead it appeared that there would be a shortage of teachers and this shortage could be overcome to a certain extent by hastening the graduation of students already enrolled. For this summer term our staff included Dr. Freeman, Miss Littlefield, Mrs. Cressey and Miss Escoriza.

	Enrollment of the Department						
	101	102	201	202	301	302	402
Latin	0	0	9	0	10	0	11
French	0	0	18	0	11	0	13
Spanish	11	0	12	0	2	0	5
Language	300 (100)						
	401 (23)						

The second part of this summer session saw some increases in enrollment due to regular summer registrants. In Latin 2 entered in 402; in French 2 in 201, 0 in 301, 0 in 402; in Spanish 2 in 101, 5 in 201, 6 in 402. No extra courses in Spanish were given in the summer session and Mr. Hughes was not employed as he had been in the summer of 1941.

Looking forward to the fall term it seems to me that the prospects for new students in the department are brighter than the present national emphasis on science and mathematics would lead us to expect. In view of the conditions I have instructed the staff to keep national needs well in mind in the preparation of the subject matter of the various courses offered. For some time Miss Escoriza has made South America the central theme of the work in Spanish. This will be stressed



even more this year. The resurgence of France during this next year will have the effect of inspiring the teaching of French. I am expecting our French teachers to take full advantage of the Fighting French situation. For Latin our position will be about the same as in past years. I think it should be better but that will not occur until more people recognize the fact that a knowledge of Latin is indispensable to a ready understanding of the terminology of all High school and College subjects. I hope that Miss Littlefield's projected course in War Languages may be made compulsory. I can hardly think of a student who would not benefit from it as war conditions now stand. With half a million of our men and women in service in foreign lands a mere smattering of the languages with which they necessarily must come in contact would be inestimable. After the war the knowledge of foreign languages will be a definite advantage to our young people who will be engaged in the work of rehabilitation.

Respectfully submitted,

W.H. Freeman, Ph.D.  
Head of the Language Department



# REPORT OF MATHEMATICS DEPARTMENT FOR ACADEMIC YEAR ENDING SEPT. 15, 1942

## I. TRENDS AND DEVELOPMENT

It was stated in last year's report that the main objectives of the Mathematics Department are the training of teachers of secondary schools and service to secondary school teachers of mathematics in New Jersey. While these objectives have not been changed, the onset of the war made necessary certain modifications. Since December 1941 we have considered the following our three specific objectives: one - the training of teachers of mathematics for war-time teaching; two - special courses for young men in college which will best fit them for the military service which they must soon render; three - special courses showing the secondary school teachers how mathematics courses should be modified in the present emergency.

How the objectives listed in one above have been met by modifications in our regular courses are indicated in the reports of different members of the Mathematics staff given below. There are also listed in this report the special courses given in mathematics for men students in the college, majors in departments other than mathematics, who had no previous college training in mathematics. These courses (mathematics 101C and D, and 102C and D) cover a year's work in mathematics and satisfy army requirements for the mathematics prerequisite for certain commissions.

In service to the teaching of New Jersey as indicated in objective three above, the following courses were offered last summer:

Mathematics S430      Practical Avigation and Navigation      Dr. Fehr  
Beginning with graphical solution of important navigation problems, this course introduced such topics as map projections, use of instruments, piloting, dead reckoning, radio navigation, and celestial navigation.

Mathematics S431      Defense Mathematics of the Shop and Industry  
Mr. Clifford

This course surveyed the applications of mathematics in industry. Some of the topics covered: drawing and blue print reading; use of measuring instruments and presentation of data; the slide rule and computing machines; elements of engineering; mathematics of standard engines and machines.

Mathematics S432      Artillery Mathematics      Dr. Davis  
Elementary mathematical information required to solve certain problems arising in this field is clearly presented. The topics include a few fundamental geometric theorems, tables, triangle solutions, location, parallax, trajectory in vacuo and in resisting medium, variable factors, and elementary problems in ballistics, probability, etc.

Mathematics S532      Teaching Mathematics in a War Program      Dr. Fehr  
A discussion of the special emphasis to be placed on a program material, on curriculum adjustments, modifications of subject matter in both general and college preparatory mathematics, and effective methods of teaching for the present emergency are taken up in this course.

The following reports of staff member give in detail modifications made in the high school, in the college, and in the graduate school.



David R. Davis

Most of the work now treated in the standard courses in mathematics in the high school and in the first two years of college is essential for war-time needs according to information received from the training schools of the army, navy, and the air force. However, slight modifications are made in topics already treated, especially in their applications. A few new topics are introduced. A brief description will be given of the work of each course.

Algebra 11, Eleventh Year. The usual topics of a second course in algebra are covered. Special emphasis is placed on the following: the fundamental operations, solving equations in one variable, use of formulas, solving systems of equations, elementary analytical geometry, logarithms and numerical trigonometry. Applications are made to elementary war-time problems in algebra, numerical trigonometry, logarithms, and in the study of conic sections.

Math. 101-102: Mathematical Analysis.

In the first year college mathematics the standard work in college algebra, trigonometry, analytical geometry, and the simpler elements of the calculus are fully treated. According to information obtained from the army, navy, and air force training schools the above courses are most essential for their needs. Along with the development of the fundamental structure of each course, the following topics receive special consideration: graphical methods, methods of finding all the real roots of an equation in one variable, rate of change of a function, Newton's laws of motion, linear and circular motion, applications of trigonometry, analytical geometry, and the elementary calculus to war time problems; e. g. the path of a projectile and of a falling body in vacuo and when subject also to air resistance; shortest distance and shortest time problems, locus problems, etc.

Math. 402 Solid Analytical Geometry and Advanced Calculus.

Modifications made here to help meet war-time needs are in the following phases of the course: vector quantities and their analytical representation, Newton's laws of space mechanics, force, velocity, acceleration, properties of curves and surfaces, maxima and minima of functions of two or more variables, volumes, areas, and minimal distances.

Math. 432 Artillery Mathematics.

This course was introduced primarily for the purpose of giving adequate training to qualified students in the applications of college mathematics to problems arising in the artillery and supply divisions of the army.

Math. 515 Differential Equations.

Many problems in applied mathematics lead to the study of ordinary and partial differential equations. In ballistics the solution of the trajectory problems, the motion of a body through a resisting medium such as the airplane, balloon, falling bodies, etc., are all obtained by means of differential equations. Various problems in mechanics, physics, chemistry, engineering, and allied fields are also treated in this course.



David R. Davis (cont'd)

## Math. 521 Analytic Mechanics.

The principles of Newtonian Mechanics and their applications are thoroughly treated. The three fundamental laws of motion, the parallelogram law of forces, the universal law of gravitation, and the results to which they lead have many applications to war-time mathematics.

## Math. 517 Theory of Numbers.

A great deal of emphasis is now placed on the applications of the theory of numbers to cryptography. The science of cryptography is now very important to all branches of the armed forces. Hence considerable attention is now given to this phase of the theory of numbers.

Modifications could be made in many other advanced courses in mathematics which would help to train students for better service in the various branches of the armed forces; viz. Methods of Approximations; Probability, Advanced Calculus, Theory of Functions, Calculus of Variations, and the Calculus of Finite Differences. Most of these modifications would be in the nature of the applications.

Howard F. Fehr

## Math. 101-C,D

In this course, given to twenty-two men preparing to enter the United States armed forces, that part of trigonometry, algebra, and analytic geometry recommended by the United States Army and Navy was stressed. Special consideration was given to problems involving vectors, navigation, projectiles, and mechanical computation by slide rules. The purpose of this course was to definitely prepare these men for service to their country.

## Math. S430A Practical Avigation and Navigation

This course was taken by fifteen seniors and seventeen graduate teachers in service. The course emphasized the practical applications of high school geometry, algebra, and trigonometry in navigation both at sea and in the air. It showed in particular how to enrich the present high school mathematics teaching. This serves both as motivation to the pupils and as a sound foundation for future service to their country. The students taking the course have expressed great satisfaction with the course.

## Math. S530 Mathematics in a War Program

This course considered the practical applications of mathematics in industry and war. The students received instruction in the use of calipers, verniers, micrometers, transits, sextants, blue print reading, the artillery mil, and their applications in high school mathematics. Special consideration was given to revamping present courses to meet the needs of those juniors and seniors in high school who had not taken the mathematics necessary for war or industrial service. A large number of practical problems, capable of being taught in high school, were formulated for the class-room use of teachers in science.



The problem of the adjustment of the system will have to be solved. This has been left up to the committee a few years ago. It is very hard to say.

Respectfully submitted,

James M. Smith  
Director of Forests  
Department of the Interior

The problem of the bleachers in the gymnasium still needs to be solved. When they are left up they constitute a real hazard to the group that is playing.

Respectfully submitted,

Dorothy Duke  
Director of Physical  
Education for Women



membership of the club was 78.

4. The number of girls who are taking the courses that lead to a minor in physical education is small, but they are earnest and enthusiastic. There are seven sophomores and five juniors. An effort is made to give the girls as much practical experience as possible. Several have been sent out to officiate at games in local high schools; three had positions with the Recreation Department in the Town of Montclair; and one assisted in swimming at the Montclair "Y".

While I feel that the year has been successful, I also feel that our efforts must be redoubled to work for the increased physical efficiency of our group, and that an effort must be made to give an increased amount of vigorous physical exercise. The department is sincere in its desire to contribute to the war effort to the fullest extent. An effort is being made to increase the intensity of the work - it may be desirable to allot more time to physical education.

I would like to make the following recommendations:

1. I would like to bring up the question of credit for physical education. Miss Sherwin and I both feel that the courses are worthy of credit and that by this means physical education would be recognized more definitely as a part of the college curriculum.

The need of silencing the high school gymnasium is still very great. It is a very difficult situation in which to teach, and the instructional period is not as efficient as it should be.

The gymnasium and locker rooms need to be cleaned more often and more thoroughly. The slippery floor indicates that it should be washed more thoroughly, especially after dances.

September - 1900; October - 1901; November - 1902

In 1903, the first of the series was published and was

the first of the series.

It is a collection of the first of the series.

There are three series in the first of the series.

The first series is the first of the series.

The second series is the second of the series.

The third series is the third of the series.

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The twenty-third series is the twenty-third of the series.

The twenty-fourth series is the twenty-fourth of the series.

The twenty-fifth series is the twenty-fifth of the series.

basketball - 102; softball - 43; and archery - 30.

In addition, the W.A.A. sponsored a swimming club which met at the Montclair Y.M.C.A.

All of the competition is on an intra-mural basis, but contacts with other groups are gained through invitation games and sports days. Under this plan, games were held with Panzer College in hockey and basket ball, and with Newark State Teachers College in basketball. Montclair entertained three State Colleges, New Jersey College for Women, and Panzer College at a sports day devoted to archery, softball, and tennis. Our team also took part in the mid-winter shoot of the New Jersey Archery Association in which we were proud to have Ann Weber take top honors. In the Inter-Collegiate Archery Tournament sponsored by Newark State Teachers College, our team was victorious, with Ann Weber again the individual winner.

The high school also has a Girls' Athletic Association and an extra-curricular program. Their sports are hockey, basketball, volleyball, and bowling. Joining with the high schools of Glen Ridge, Montclair, and Caldwell, they participated in a series of sports days, each school being the hostess for one. The G.A.A. was very successful and had the following numbers out for the sports: hockey - 23; basketball - 38; volleyball - 11; and bowling - 16.

A very important extra-curricular activity is the Dance Club sponsored by Miss Sherwin. This year they again presented a recital for the college and its friends that was as popular as in other years, and which represented a winter of practice and preparation. Owing to the emergency, Miss Sherwin announced that this would probably be the last recital for the duration. The



juniors - 19; seniors - 5. The amount and kind of participation by each student was regulated by the report of the medical department. During the year it was found necessary to limit the work of forty-four students and to excuse three students from participation. The activities offered are team sports, dual and individual sports, and dancing. Much of the material that is offered is not only suitable for the college girl, but is useful to her in her position as leader of younger girls in camps, clubs, Girl Scout troops, and on playgrounds. Many of our students serve in these positions during the vacation period. The department also cooperated with the Montclair Council of the Girl Scouts, who offered a Scout Leadership course. In this course, the girls served as lieutenants in local troops. As I reported earlier, conditioning exercises were added to the program in the spring.

2. In the high school, two periods a week are required of each student. Here, also, each student is given a medical examination and her condition reported to this department. Because the school is small, the classes are combined and the enrollment is as follows: grades 7 and 8 - 29; grades 9 and 10 - 34; grades 11 and 12 - 33. The program that is offered is one of seasonal sports.

3. The extra-curricular program is sponsored by the Women's Athletic Association and supervised and coached by Miss Sherwin and myself. The girls are very much interested and carry on a program of sports very enthusiastically. There are three seasons of sports, and for each sport a girl may earn an athletic award which is given by the W.A.A. at a banquet at the close of the spring season. Following is a list of the sports with the number of girls who participated in it: volleyball - 112; hockey - 33;

Department of Physical Education for Women  
1911-1912

The report of the Department of Physical Education for Women

for the year 1911-1912 is now complete. The following is given for every

year. The report is divided into two parts: the first part is

the report of the Department of Physical Education for Women

and the second part is the report of the Department of Physical Education

for the year 1911-1912. The report is divided into two parts: the first part is

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the report of the Department of Physical Education for Women

Department of Physical Education for Women  
1941-1942

The report on the Department of Physical Education for Women for the past year will in many respects follow reports as given for other years. But the world situation and the entrance of the United States in the war gave new impetus to our work, and gave us cause to consider our program in relation to the new demands that confront us. While class schedules were not changed, the activities were intensified and early in the spring more vigorous conditioning work was added to the program in the form of exercises planned to develop greater strength and endurance. The response of the students was whole-hearted and both students and instructors felt that a start had been made toward a program for the emergency. On the personal side, Miss Sherwin and I joined in war work wherever we could. Both of us completed the First Aid course; I served as an Air Raid Warden in my home district; Miss Sherwin entered a factory doing defense work, and worked during most of the summer. Under the accelerated program, classes were not scheduled in physical education during the summer, but we did what we could to contribute to the war effort. In planning for the coming year we feel that the work needs to be intensified in order to develop an even higher degree of physical efficiency in the students, to prepare them for demands that may be made upon them.

The work of the department falls under four main headings:

(1) the required work for the women of the college; (2) the required work for the high school; (3) the extra-curricular activities; and (4) the courses that lead to a minor in physical education.

1. In the required work, the students are chiefly freshmen and sophomores. A small number of upper classmen who need to complete their requirement are also enrolled. During the year the enrollment was as follows: freshmen - 134; sophomores - 113;

1. The following information is being furnished to you for your information only. It is not intended to be used for any other purpose.

There is no other information in this case as to the identity of the person who was the source of the information. The person who was the source of the information is not identified in the report.

1/23/80 Funding, development of extension and training of health workers  
1/23/80 Health care development (1/23/80)

10-11-1964

1. General Information  
The information provided in this report is for the use of the  
personnel of the Department of the Interior and is not to be  
distributed outside the Department without the approval of the  
Department of the Interior.

• Affected families have been identified, and a study is underway.

• Affected families have been identified, and a study is underway.

## PROPOSED MUSIC MINORS

APPLIED MUSIC Music Minors will choose a primary and a secondary instrument in applied music; one of which shall be piano. Credit to the amount of 4 semester-hours will be given for private study in the primary instrument; 2 semester-hours for private study in the secondary instrument.

PIANO REQUIREMENT Regardless of the primary instrument chosen, music minors shall be required to pass an examination in piano as related to the teaching of music in the classroom.

MUSIC ENSEMBLE Participation in the choir is required, without credit of all choral music minors.

Participation in band and orchestra is required, without credit, of all instrumental music minors.

Participation in both choir and orchestra or band is required, without credit, of all general music minors.

MUSIC MAJOR Students desiring to take a music major may do so by combining the instrumental and choral music minor and in addition electing 6 semester-hours from the fields of advanced music theory and music history for a total of 40 semester-hours.

## PRESENT MUSIC MINOR

	Credit
Senior Year	
Teaching High School Music	3
Junior Year	
Instrumental Technique	2
Choral Technique	2
Epochs in Musical Development	2
Music Literature	2
Sophomore Year	
Sight Reading and Ear Training	4
Harmony	4
Freshman Year	
Music Appreciation (2)	<u>1</u>
Total	20

Participation in choir, orchestra, or band required without credit.

Piano, minimum performance standard, required without credit.

Total		Total		Total	
Page	36	Page	37	Page	38
Main Description (%)		Main Description (%)		Main Description (%)	
Page	3	Page	4	Page	5
Description of the work		Description of the work		Description of the work	
Page	6	Page	7	Page	8
Description of the work		Description of the work		Description of the work	
Page	9	Page	10	Page	11
Description of the work		Description of the work		Description of the work	
Page	12	Page	13	Page	14
Description of the work		Description of the work		Description of the work	
Page	15	Page	16	Page	17
Description of the work		Description of the work		Description of the work	
Page	18	Page	19	Page	20
Description of the work		Description of the work		Description of the work	
Page	21	Page	22	Page	23
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Page	24	Page	25	Page	26
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Page	27	Page	28	Page	29
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Page	30	Page	31	Page	32
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Page	33	Page	34	Page	35
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Page	36	Page	37	Page	38
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Page	39	Page	40	Page	41
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Page	42	Page	43	Page	44
Description of the work		Description of the work		Description of the work	
Page	45	Page	46	Page	47
Description of the work		Description of the work		Description of the work	
Page	48	Page	49	Page	50
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Page	51	Page	52	Page	53
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THIS WORK

MUSIC MINOR CURRICULA DESIGNED TO PREPARE STUDENTS TO TEACH MUSIC (general and specialized) IN JUNIOR AND SENIOR HIGH SCHOOLS

INSTRUMENTAL MUSIC MINOR		GENERAL MUSIC MINOR		CHORAL MUSIC MINOR	
<u>Senior Year</u>	<u>Credit</u>	<u>Senior Year</u>	<u>Credit</u>	<u>Senior Year</u>	<u>Credit</u>
The Teaching of High School Music	3	The Teaching of High School Music	3	The Teaching of High School Music	3
Conducting and Score Reading	2			A cappella Choir Conducting	2
<u>Junior Year</u>	<u>Credit</u>	<u>Junior Year</u>	<u>Credit</u>	<u>Junior Year</u>	<u>Credit</u>
Instrumental Technique	2	Instrumental Technique	2	Choral Technique	2
Orchestra Instruments (2) 1 / (2) 1	2	Choral Technique	2	Advanced Sight Reading	2
Epochs in Musical Development	2	Epochs in Musical Development	2	Epochs in Musical Development	2
Music Literature	2	Music Literature	2	Music Literature	2
Primary Instrument	2			Primary Instrument	2
<u>Sophomore Year</u>	<u>Credit</u>	<u>Sophomore Year</u>	<u>Credit</u>	<u>Sophomore Year</u>	<u>Credit</u>
Music Theory 4 / 4	8	Music Theory 4 / 4	8	Music Theory 4 / 4	8
Primary Instrument 1 / 1	2	Piano 1 / 1	2	Primary Instrument 1 / 1	2
Secondary Instrument 1 / 1	2			Secondary Instrument 1 / 1	2
<u>Freshman Year</u>	<u>Credit</u>	<u>Freshman Year</u>	<u>Credit</u>	<u>Freshman Year</u>	<u>Credit</u>
Music Appreciation (2)	1	Music Appreciation (2)	1	Music Appreciation (2)	1
<b>Total</b>	<b>28</b>	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>28</b>

1. The Board of Directors is hereby authorized to

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2. Research involved in giving two new courses.
3. The music and script of the annual Old English Christmas Dinner has been mimeographed.
4. Source Book on Philosophy of Music - a compilation of quotations and excerpts on music philosophy and aesthetics gleaned from wide reading in the fields of the fine arts, history, and science. This book is similar in form and purpose to the Source Book in Philosophy of Education by Dr. Kilpatrick, Teachers College, Columbia University.

#### VI. Recommendations

I wish to make the following recommendations relative to music offerings:

1. Two minors in music education: (1) Instrumental music minor; (2) Choral music minor; these to allow for concentrated work in the field of special interest. See sheet attached.
2. Greater attention to be given to the teaching of band and orchestra instruments. Because of the war, players on these instruments are much in demand.
3. College credit to the extent of four semester-hours to be given for the development of music performance skills in the fields of applied music, voice, piano, violin, or other instruments.
4. A part-time instructor in violin for the school year 1942-1943 (1) to give class lessons on violin, thereby developing the much depleted string section of the college orchestra, and (2) to play in a faculty trio (violin, cello, and piano). This ensemble should contribute richly to the musical life of both college and community.

Respectfully submitted,

Edna McEachern  
Director of the  
Department of Music



Music Quarterly

Modern Music

Musical America

The Etude

Atlantic Monthly, Harpers, Yale Review, Forum, and others

C. Project by sophomore music minors. It is desirable that all new music books be bound before they are put into circulation. In the absence of N.Y.A. help in the library, the music students have volunteered their services to learn to bind books.

## II. Enrollment Data

### Undergraduate music minors, 1941-1942

Sophomores - 10

Juniors - 11

Seniors - 6

Extension students - 26

## III. Courses Taught During 1941-1942

<u>Title</u>	<u>No. of Sections</u>	<u>Instructor</u>
Music and Art Appreciation	5	McEachern
Music Theory (Sight Reading and Ear Training)	1	"
Music Theory (Harmony)	1	"
Teaching of High School Music	1	"
Music Literature	1	"
Epochs in Musical Development	1	"
Masters of the Symphony	1	"
Choral Technique	1	"
Modern Music (new course, fall extension)	1	"
Music in Modern Society (new course, spring ex.)	1	"
Instrumental Technique, Part I	1	Guerrera
Instrumental Technique, Part II (introduced upon demand from students, elective, spring)	1	"
Conducting and Score Reading (introduced in extension, elective spring)	1	Kahn

## IV. Staff

Edna McEachern, full time

Carl F. Mueller, part time

Emil Kahn, part time

Anthony Guerrera, part time

## V. Studies undertaken by the Department

1. Inter-Departmental Music Service Sheet - A list of Victrola records suggested for use in integration of music with social studies, and music with English. These sheets are also available to students majoring in these fields.

Y. Kato, *University of California, Los Angeles*

The use of the following form is optional and is not required.

Two days are devoted to family members (the same individuals, right?) and another two days devoted to the business of the center.

1. Request to permit mail service - Please arrange to permit mail service to be provided to the following mail addresses: (1) 1000 1st St. S.W. (2) 1000 2nd St. S.W. (3) 1000 3rd St. S.W. (4) 1000 4th St. S.W. (5) 1000 5th St. S.W. (6) 1000 6th St. S.W. (7) 1000 7th St. S.W. (8) 1000 8th St. S.W. (9) 1000 9th St. S.W. (10) 1000 10th St. S.W. (11) 1000 11th St. S.W. (12) 1000 12th St. S.W. (13) 1000 13th St. S.W. (14) 1000 14th St. S.W. (15) 1000 15th St. S.W. (16) 1000 16th St. S.W. (17) 1000 17th St. S.W. (18) 1000 18th St. S.W. (19) 1000 19th St. S.W. (20) 1000 20th St. S.W. (21) 1000 21st St. S.W. (22) 1000 22nd St. S.W. (23) 1000 23rd St. S.W. (24) 1000 24th St. S.W. (25) 1000 25th St. S.W. (26) 1000 26th St. S.W. (27) 1000 27th St. S.W. (28) 1000 28th St. S.W. (29) 1000 29th St. S.W. (30) 1000 30th St. S.W. (31) 1000 31st St. S.W. (32) 1000 32nd St. S.W. (33) 1000 33rd St. S.W. (34) 1000 34th St. S.W. (35) 1000 35th St. S.W. (36) 1000 36th St. S.W. (37) 1000 37th St. S.W. 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4. Proposed by Dennis Morris - subject matter under the  
 5. proposed law will be limited to the following:

- C. Christmas Concert, Central Presbyterian Church, Montclair, December 17, 1941
- D. Old English Christmas Dinner, Russ Hall, December 18, 1941
- E. College Symphony Orchestra Concert, Montclair Women's Club, February 16, 1942
- F. Nine off-campus programs given by the A Cappella Choir and one by the College Symphony Orchestra
- G. The College Band gave one concert in assembly and played at all home football games - also accompanied the team to Trenton
- H. Due to the accelerated program and the fact that the date reserved for our annual Spring Concert came after the close of the spring semester, we were unable to give this concert as scheduled

#### 5. Listening Room

The use of the listening room in Chapin Hall has been gratifying. Records show that during the month of March, 1942, the room was used by forty-seven different students with a total of 152 clock hours of listening. This includes both directed and self-initiated listening.

#### 6. Faculty Record Lending Service

Records are loaned to faculty members for home listening. Eight faculty members have availed themselves of this service.

#### 7. Metropolitan Opera Tickets

Students have availed themselves of the opportunity to attend the Metropolitan opera, New York City. This has been made possible through the purchase by the Music Department of four season tickets (32 performances) which in turn have been sold to the students.

#### 8. Music Library

Music students have facilitated the work of the music library in the following ways:

- A. Project by senior music minors - "Music History up to Date" - collecting music editorials, criticisms, reviews, etc. from the New York Times, Herald-Tribune, and World Telegram for Music History Scrapbook for 1942. This will be bound and placed in the library.
- B. Project by junior music minors - subject matter index for the following books and magazines in the library:

- Music Educator's National Conference, Annual Book of Proceedings
- Music Teachers' National Association, Annual Book of Proceedings
- Music Educators' Journal



# ANNUAL REPORT OF THE MUSIC DEPARTMENT

## I. Trends and Developments

### 1. Gifts to the Music Department

- A. From Mrs. Ludolph Conklin, Newark, New Jersey, one double bass, two violins, and one guitar.
- B. From Mrs. George Wellwood Murray, Montclair, New Jersey, a library of chamber music, American composers.
- C. From Mr. E. W. Goldschmidt and Margaret Goldschmidt Hobart, Montclair, New Jersey, a library of music scores, history and criticism.
- D. From Mrs. George P. Sanborn, Montclair, New Jersey, opera libretti and scores.
- E. From Mrs. Mollie Winchester, piano music and art songs.

### 2. The C. O. S. Howe Memorial organ scholarships were held by the following students who made satisfactory progress:

Beatrice Junker, 1st and 2nd semesters  
Irene Schuckel, 1st semester  
Alpha Callandro, 2nd semester

### 3. The following school-owned instruments were loaned to students for use in the college orchestra and band:

Viola	John Frascatore
Double Bass	Saul Feldman
Double Basses	Dorothy DeWitt
Oboe	Dorothy Connelly
Oboe	Edward Hofgesang
Trumpet	Valentine Rosselli
Baritone	Florence Wirsching
French Horn	Bernice Reichert
E flat Tuba	Robert DeNyse
B flat Tuba	Saul Feldman
Mellophone	Edward Melendeck
Euphonium	Dorothy DeWitt
Trombone	Betty Sears
Flute and Piccolo	Fred Wachtel

### 4. Extra-Curricular Musical Activities

- A. Organ recital given by the C. O. S. Howe Scholarship students, at Russ Hall, December 7, 1941
- B. Christmas Concert, Newark Athletic Club, Newark, December 12, 1941



## II. ENROLLMENT (cont'd)

### Graduate

Majors	38
M.A. Degrees, May 1942	11

## III. STAFF AND STAFF CHANGES

Staff members and the courses taught are:

### Fall Term

Mallory;	401, 201, High School, Supervision and other duties
Davis ;	101, 301, 402, High School
Hildebrandt;	301, 400 (4 sections), High School
Fehr;	300, 400 (2 sections), 402, 405, High School
Clifford;	101, 300 (2 sections), 406, High School
Stamer;	High School

### Spring Term

Mallory;	201, High School, Supervision
Davis;	102, 302, 402, High School
Hildebrandt;	102, 300, 302, 403, High School
Fehr;	101C, 304, 405, High school
Clifford;	101, 202, 300 (2 sections), High School
Stamer;	High School

There were no staff changes except that Miss Shirley Stamer replaced Mr. Joseph Sott as graduate assistant and taught the seventh grade in the College High School.

### Summer - First Term

Davis;	402, 301 (2 sections)
Fehr;	401, 430, 532
Clifford;	102, 300 (2 sections)

### Summer - Second Term

Davis;	402, 401, 432
Hildebrandt;	300, 301, 400
Fehr;	401, 430, 532
Clifford;	102, 300 (2 sections), 400 (2 sections)

## IV RECOMMENDATIONS

It is recommended that during the present emergency the college continue to offer these war time services to teachers and to make it possible for all male students in college to take courses in mathematics.



E. H. C. Hildebrandt (cont'd)

## Celestial navigation

The film "Stereoscopic Mapping from the Air" produced by the U. S. Department of the Interior was also shown to the class. This shows how important maps are made and how they are needed for military purposes.

## Math. 400 - Educational Statistics

In the sections for students from all departments, the heights and weights of men in the U. S. Army in World War I were used to illustrate the normal curve. Bullet marks were shown to fall within a range of four probable error units of the target. The importance of statistics as used in government agencies was also stressed. This was illustrated by several films from the Office of the Social Security Administrator.

Virgil S. Mallory

In the high school geometry course, modifications have been made to include applications of geometry to aviation, the triangle of velocity locus as a means of locating artillery emplacements, and to a first study of the conic sections.

In the calculus practical illustrations to artillery mathematics have been stressed as well as the solution of other problems in war mathematics.

It will be noticed that in all the conventional courses in mathematics emphasis is placed on traditional mathematics as a sure foundation for advanced training, and war-time problems are given as practical examples of the use of mathematics.

That this policy is a wise one is confirmed by the large number of mathematics majors who have been taken from Montclair and placed immediately in schools to study meteorology and to the large number who are teaching mathematics and navigation at army and navy schools.

It will also be noticed that the special courses in navigation, artillery mathematics, and shop mathematics are given not with the purpose of duplicating such courses given by the army and the navy but to acquaint high school teachers with the special needs of war time mathematics.

II. ENROLLMENT DATA

1941-42

Undergraduate

	<u>Majors</u>	<u>Minors</u>	<u>Total</u>
Freshman	22	8	30
Sophmores	29	6	35
Juniors	21	6	27
Seniors	19	6	25



Paul C. Clifford (cont'd)

Math. 300 The major changes in this course result from a change of viewpoint. Our students as future teachers will need to know more of the uses of mathematics in war and in industry. Thus the use of the slide rule, graphic representation, scale drawing, and logarithms have been introduced. The aspects of personal budgeting have been broadened to include the war problems of inflation and taxation.

Ninth Grade - Major change has been increased work in trigonometry and an introduction to elementary statistics.

E. H. C. Hildebrandt

## Math 404 Readings and Lectures in Mathematics

This course was taught during the last six weeks of the second semester to the seniors who had just finished their practice teaching program. The class discussion of the very first day showed that these students were interested particularly in the way mathematics can help in the war program. Several members of the class mentioned illustrations they had used in class. Among the questions raised and discussed were the following:

1. How maps are made and used. Simple projections were studied
2. Problems relating to wind drift in aeronautics.
3. Applications of plane trigonometry to army and navy problems
4. A brief treatment of the solution of spherical triangles.
5. An introduction to actual plotting of great circle sailing and flying courses, to within one degree of accuracy, by means of scale drawing.

Copies of the posters released by the U. S. Navy dealing with requirements in mathematics and science for various positions in the Navy were distributed to each member of the class.

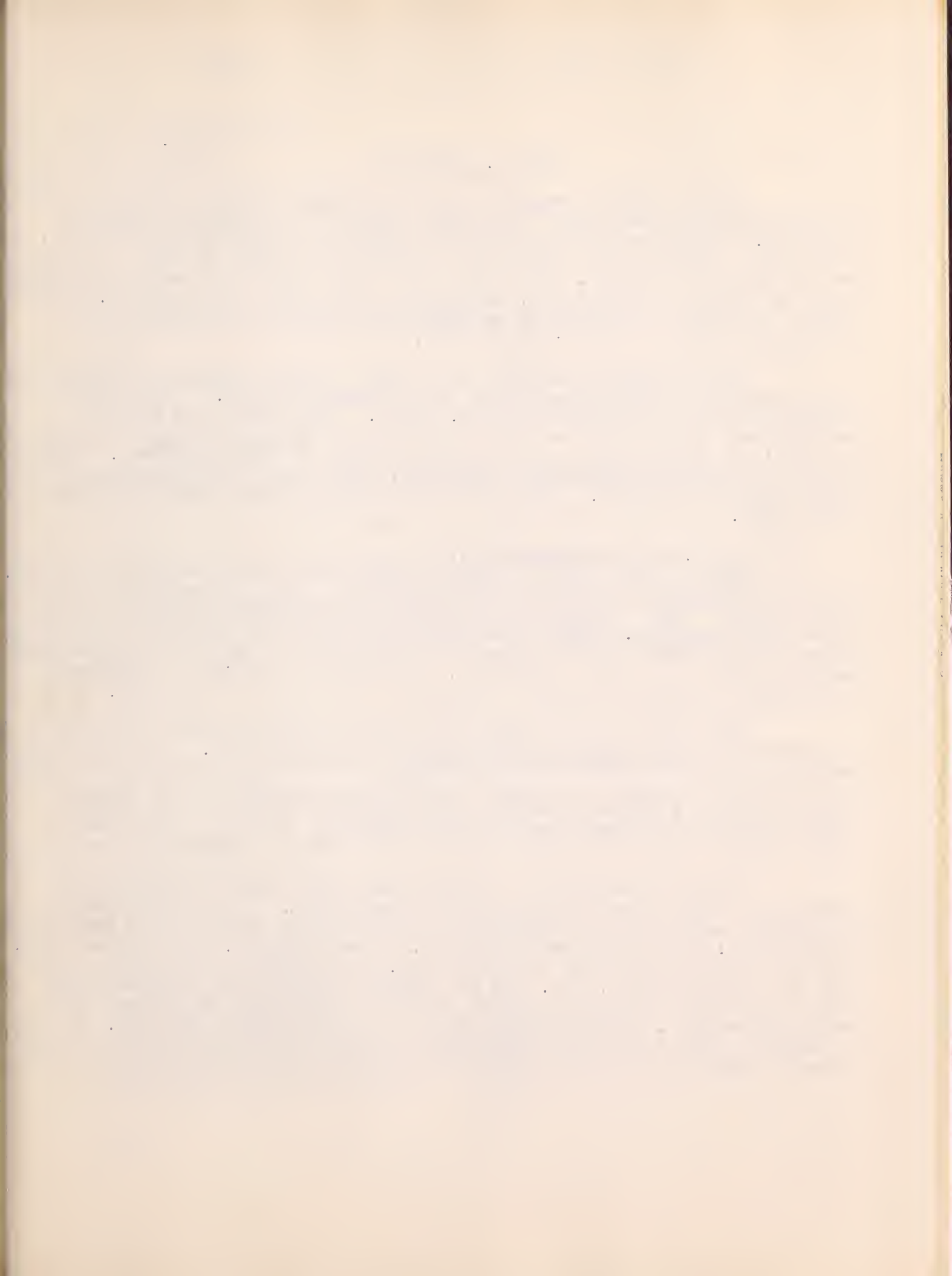
Ensign Peck, MSTC 1939, visited the class one day and discussed the gyroscope and its use in the Navy. The following day was given over to further study of the principles underlying the gyroscope.

The films of Precision Measure, produced under the direction of the U. S. Department of Education, were shown. These included: The Micrometer, The Vernier, Height Gages, and The Steel Rule.

## Mathematics 510C Mathematics in its Relation to Other Fields of Knowledge: Astronomy, Geography, Navigation

This course was taught for the first time in the fall of 1941, anticipating the need of showing the applications and uses of mathematics in aeronautics. It has been offered four times since then, - the last time in the fall of 1941. Topics and materials of particular value in the war effort were discussed as follows:

- Geographical and astronomical systems.
- Spherical trigonometry with applications to problems in astronomy and navigation.
- Solution of problems of the great circle course and time, by means of scale drawings.
- Charts and map projections. Important types of projections were studied and simple maps made.
- Problems in navigation involving elementary mathematics.



Paul C. Clifford

In the spring semester a special course 101C-D, College Algebra and Trigonometry, was given for twelve seniors who were out practice teaching. These twelve boys were all members of some service reserve. The course was strictly war mathematics including the use of such instrument as the transit, sextant, and plane table, and considered mainly the problems from the fields of aviation, navigation, artillery, and mapping. Considerable attention was given to approximate solutions, including scale drawing and the use of the slide rule.

In the summer semester the course 102C-D, Analytic Geometry and Spherical Trigonometry, was given for sixteen students. (This was a continuation of 101C-D given by Mr. Fehr). The work in analytical geometry was abbreviated so that the applications of spherical trigonometry to problems of aviation and navigation might be fully explored. The problems of finding latitude, longitude, time and of determining position were studied in detail. Problems in piloting and dead reckoning were also considered.

Math. 406 - Applications.

This course has to a great extent anticipated needs of the day. Students who have taken this course and later taken the officers training course report that the essential problems studied differ mainly in the descriptive setting. This is especially true of the infantry and armored force schools where work in surveying, plane table mapping, scale drawing, and map reading are most essential. The work in navigation has been increased to include celestial navigation and lines of position.

Math 400 - In the statistics courses this summer I have drawn on the material of industrial statistics for illustrations. In general this means a great deal more stress has been put on the presentation of data. It is my belief that for a short course this procedure is of more value than a hurried attempt to cover inferential statistics. The simple uses of central tendency measures was stressed, as well as the use of such business charts as the z chart, growth curves, logarithmic paper, etc.

In this connection I might mention the work in industrial statistics that I have been doing this past year. I have been working for the Wright Aeronautical Corporation as consulting statistician on a variety of problems: quality control analysis, labor turnover, absentee records, learning curves of female shop learners, correlation of placement tests and shop efficiencies, etc. In the course of this work I have visited many firms that find considerable value in statistical work including Western Electric, Sperry, Bell Telephone, and Picatinny Arsenal. In addition to whatever this may have contributed directly to the war effort it has greatly broadened my own concept of the function of statistics in industry.

October 30 1942.

To.  
 Dr. Harry A. Sprague, President,  
 State Teachers College,  
 Montclair, New Jersey.

Annual report of the Department of Physical Education for Men.

For the College Year 1941-1942.

#### Curriculum.

Considerable time was spent with Miss Duke and Miss Sherwin of the Womens Department of Physical Education, Dr. Wurts of the College Health Department and Dr. Partridge in an attempt to improve the course of training for the students who minor in Physical Education.

Several changes were made which will give better fundamental training in Physical Education. Providing all changes are put into effect. The most notable change was the addition of a four point course in Anatomy and Physiology. Another change was to combine Organization of Phys. Educ. and Methods and Practice in Phys., Educ. into a single two point course now called Organization and Methods In Phys. Educ.

A new course has been added to broaden the training of students in Health Education. The title of the course is The School Health Service Program.

With the addition of these courses it is now possible for students to attain twelve hours credit in Health Education which will allow them to be certified to teach health in the high schools.

The Physical Education Minor is now as follows.

Anatomy and Physiology	4 hrs.
Principles and Problems of Ph. Ed.	2 hrs.
Organization and Methods of Ph. Ed.	2 Hrs.
Management of Athletics	2 hrs.
Coaching Football	2 hrs.
Games and Game Skills	2 hrs.
School Health Service Program	2 hrs.
Safety Education	<u>2 hrs.</u>
Total	18 hrs.

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

CERTIFICATION IN HEALTH EDUCATION.

Anatomy and Physiology.	4 hrs.
Personal Hygiene	2 hrs.
Educational Biology	2 hrs.
Health and Health Teaching, Part I and Part II.	4 hrs.
School Health Service Program.	2 hrs.
Nutrition.	<u>2 hrs.</u>
Total hours offered.	16 hrs.

If possible the student should take all of these courses, but in case only twelve hours credit is possible he will be advised which twelve to take.

Staff Changes.

In January 1942 Mr. Voliva was called into the Army. Mr. DeRosa was also taken into the Physical Fitness Program of the Navy. To fill the vacancy left by Mr. Volivas absence the services of Mr. Eldon Brinley was secured. Mr. Brinley is a Health and Physical Education specialist, with an undergraduate major in Health and Physical Education, an M.A. in the same field and has practically completed his Ed.D. at New York University. He took over all of Mr. Volivas work and the health classes in College High School.

Enrollment.

During the school year 1941-42 there was the following list of men minoring in Physical Education.

Sophomores	12.
Juniors	10.
Seniors	7.

Practical Experience for Minors.

It has become more or less a policy of the Department to use these men in every possible capacity where they may obtain practical experience.

For example:

1. Student director of Intramural sports, under direction of the staff.
2. Assisting with college and high school gym classes.
3. As varsity athletic team managers whenever possible.
4. The Montclair Recreation Commission has used quite a number of our

men

THEORY OF THE EARTH

1. The earth is a sphere of about 8000 miles in diameter.  
2. It is composed of a solid inner core, a liquid outer core, and a solid mantle.  
3. The outer core is composed of iron and nickel.  
4. The mantle is composed of silicate rocks.  
5. The crust is the thin outer layer of the earth.

6. The crust is divided into plates that move relative to each other.

7. The plates are driven by convection currents in the mantle.  
8. The plates can move apart, together, or past each other.  
9. The movement of the plates causes earthquakes and volcanoes.  
10. The plates are also responsible for the formation of mountains and ocean basins.

11. The plates are also responsible for the formation of the world's major climate zones.

12. The plates are also responsible for the formation of the world's major biomes.

13. The plates are also responsible for the formation of the world's major cities.

14. The plates are also responsible for the formation of the world's major religions.

men for playground supervisors and recreation instructors. Their work has been quite satisfactory.

#### Extension and Summer School.

Ph. Ed. 302 A.	Health and Health Teaching	was given in the fall of 1941.
Ph. Ed. 407	Safety Education	was given in the spring of 1942.
Ph. Ed. 302 B.	Health and Health Teaching	was given in the summer of 1942.
Ph. Ed. 407	Safety Education	" " " " " " " "
Ph. Ed. S 410	Principles and Philosophy of Ph. Ed.	" " " " " " " "

#### Varsity Athletic Program.

A squad of 34 football men started the season and 27 finished. A schedule of 9 games was played. There were five victories and four defeats. This was the toughest schedule ever attempted by the college.

Cross Country more or less died a natural death due to the inability to schedule competition.

In basketball there was a squad of twenty men making up varsity and junior varsity teams. The varsity team won eleven and lost ten games. The J.V. team won ten and lost four games.

There were fifteen men reporting regularly for wrestling. They did very well in competition until Mr. Voliva had to leave. It was quite evident that his presence was sadly lacking during the rest of the season. The men tried to carry on with his spirit to guide them, but they accomplished little without him.

There were only four men who tried to carry varsity fencing. It was difficult for them to get together for meets. It is likely that fencing will be shelved until after the war.

Track and field fell to the lowest ebb since its inception as a sport. War matters practice teaching, and opportunities for work after school and week ends took too many men from the sport.

Baseball with 16 men on the squad was about on par with previous years. There were even victories and five defeats.



### Intramural Sports.

This phase of the Physical Education program was far below par during the year, There have always been two serious drawbacks to a successful intramural program.

1. The gymnasium is available so seldom, and when it is available for this purpose it is so late in the day tha few men will stay to participate.

2. So many of the students commute and wont stay for for games.

It is safe to say that until there are better gymnasium facilities, intramural athletics will not have much value.

### DEPARTMENT RECOMMENDATIONS.

1. It is recomended that freshmen and sophomore men be scheduled for three gym periods per week. No doubt this would require some changes in the womens schedule but this would not be as serious to them as it is to allow the men to through college and be called for military service only to be found unfit.

2. It is recommended that ONE HOUR credit per semester be given for three scheduled hours per week of required physical training. If my information is correct Montclair is the only Teachers College in the State not giving credit. This would have two stimulating effects.

A. The students would realize the value of required physical training and they grade average would be affected by these credits.

B. It would give the instructors a hold over the students for discipline, attendance and effort. As it is now physical training is, in the minds of many of our students, an unnecessary and evil burden placed upon them against their wishes.

3. It is recommended that graduate students working for their administrative certificates, be required to take the following courses:

A. Ph. Ed. 410 Principles and Philosophy of Physical Education.

B. Ph. Ed. A-412 School Health Service Program.

There are probably no other single aspects of school administration that have as many detailed problems as these two departments. It is my firm belief that the reason so many high school and elementary school Health and Physical Education programs are so fruitless is that the administrators are not aware of what it takes to make them successful.

4. Its recommended that if the "Accelerated Curriculum" is continued, all men be required to take, "gym", three times per week during the summer. This can be used to work off this requirement as well as to improve their physical fitness.

Respectfully submitted,

*Chester M. Pittser*

Chester M. Pittser,  
Director of Physical Education for Men.

This report of the Committee on the Administration of the Government of the District of Columbia, created by the District of Columbia Organic Act of 1800, is submitted to the Congress of the United States. The Committee was organized in 1955 and has since that time been engaged in a study of the various problems connected with the administration of the District of Columbia. The Committee has held numerous public hearings and has received many suggestions from the people of the District. It has also conducted extensive research into the various problems connected with the administration of the District. The Committee believes that the following recommendations will result in a more efficient and economical administration of the District of Columbia.

1. The Committee recommends that the District of Columbia be organized into five major departments: the Department of Public Works, the Department of Public Safety, the Department of Public Health, the Department of Public Education, and the Department of Public Welfare. Each department should be headed by a Commissioner appointed by the Mayor of the District of Columbia.

2. The Committee recommends that the District of Columbia be organized into five major divisions: the Division of Public Works, the Division of Public Safety, the Division of Public Health, the Division of Public Education, and the Division of Public Welfare. Each division should be headed by a Director appointed by the Mayor of the District of Columbia.

3. The Committee recommends that the District of Columbia be organized into five major bureaus: the Bureau of Public Works, the Bureau of Public Safety, the Bureau of Public Health, the Bureau of Public Education, and the Bureau of Public Welfare. Each bureau should be headed by a Chief Clerk appointed by the Mayor of the District of Columbia.

4. The Committee recommends that the District of Columbia be organized into five major offices: the Office of Public Works, the Office of Public Safety, the Office of Public Health, the Office of Public Education, and the Office of Public Welfare. Each office should be headed by a Chief Clerk appointed by the Mayor of the District of Columbia.

5. The Committee recommends that the District of Columbia be organized into five major commissions: the Commission of Public Works, the Commission of Public Safety, the Commission of Public Health, the Commission of Public Education, and the Commission of Public Welfare. Each commission should be headed by a Chief Clerk appointed by the Mayor of the District of Columbia.

6. The Committee recommends that the District of Columbia be organized into five major boards: the Board of Public Works, the Board of Public Safety, the Board of Public Health, the Board of Public Education, and the Board of Public Welfare. Each board should be headed by a Chief Clerk appointed by the Mayor of the District of Columbia.

Very truly yours,  
[Signature]  
[Name]  
[Title]

SCIENCE DEPARTMENT

ANNUAL REPORT

1941 - 1942



## RECOMMENDATIONS

The most needed changes in the science department concern the courses required of all first year students under:

A. Survey of biological science

B. Survey of physical science

There should be substituted for the present course in biology of two semester hours a course of four semester hours. Room 7 of the College High School should be fitted with adequate storage cases for apparatus and these classes in required biology should work there under laboratory conditions. About one half of the first-year class should study this new course.

The required course in physical science should be changed in content and extended to four semester hours. About one half of the first year class should be assigned to this new course during the school year 1943-1944.

It will be necessary to look forward to extensive courses in the field of aviation. At least one such course should be offered during the summer of 1942.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR OF HIS MAJESTY'S DEATH

BY JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

VOLUME THE SECOND

IN THE YEAR OF HIS MAJESTY'S DEATH

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IN TWO VOLUMES

VOLUME THE SECOND

## STAFF CHANGES

At the close of the regular college year Dr. Van Hoy resigned as instructor in biology.

During the spring semester Dr. Robert W. McLachlan entered military service in the United States Army Air Corps.

Dr. K. O. Smith was assigned to teach the classes in college physics.

In the College High School the chemistry and physics classes were assigned to Mr. George F. Placek formerly of the Bogota (N. J.) High School.

Mrs. Ethel J. Ramsden was appointed instructor in biology for 1942-1943. The term of service started September, 1942.



## ENROLLMENT DATA

On the following pages will be found the enrollment in science subjects for:

- A. Fall Semester, 1941
- B. Spring Semester, 1942
- C. Summer Quarter

These enrollment figures cover the classes taught by the following instructors:

Dean Charles W. Finley

Professor Earl R. Glenn

Dr. Charles E. Hadley

Dr. Rufus D. Reed

Dr. Robert W. McLachlan

Dr. K. O. Smith

Dr. Van Hoy

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO  
CHICAGO, ILLINOIS

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CHICAGO, ILLINOIS

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THE UNIVERSITY OF CHICAGO  
CHICAGO, ILLINOIS

## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

## SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941-1942

INSTRUCTOR Dean Charles W. FinleyFALL SEMESTER

Course	Number	Title	Credit	Enrollment		Total
				Majors	Minors	
Science	100B	Biology	2			37
Science	100B	Biology	2			39

SPRING SEMESTER

Course	Number	Title	Credit	Enrollment		Total
				Majors	Minors	
Science	100B	Biology	2			23
Science	100B	Biology	2			35

SUMMER SEMESTER

Course	Number	Title	Credit	Enrollment		Total
				Majors	Minors	
		Not in Residence				

\*Records for high school classes to appear in "Total" only.

\*This is a course required of all students.



## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

## SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941-1942

INSTRUCTOR PROFESSOR EARL R. GLENNFALL SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Science	401	Sci. Teaching in Sec. Schools	3	18		18
Science	100A	Physical Sciences	2			23
Science	7	General Science	4			23

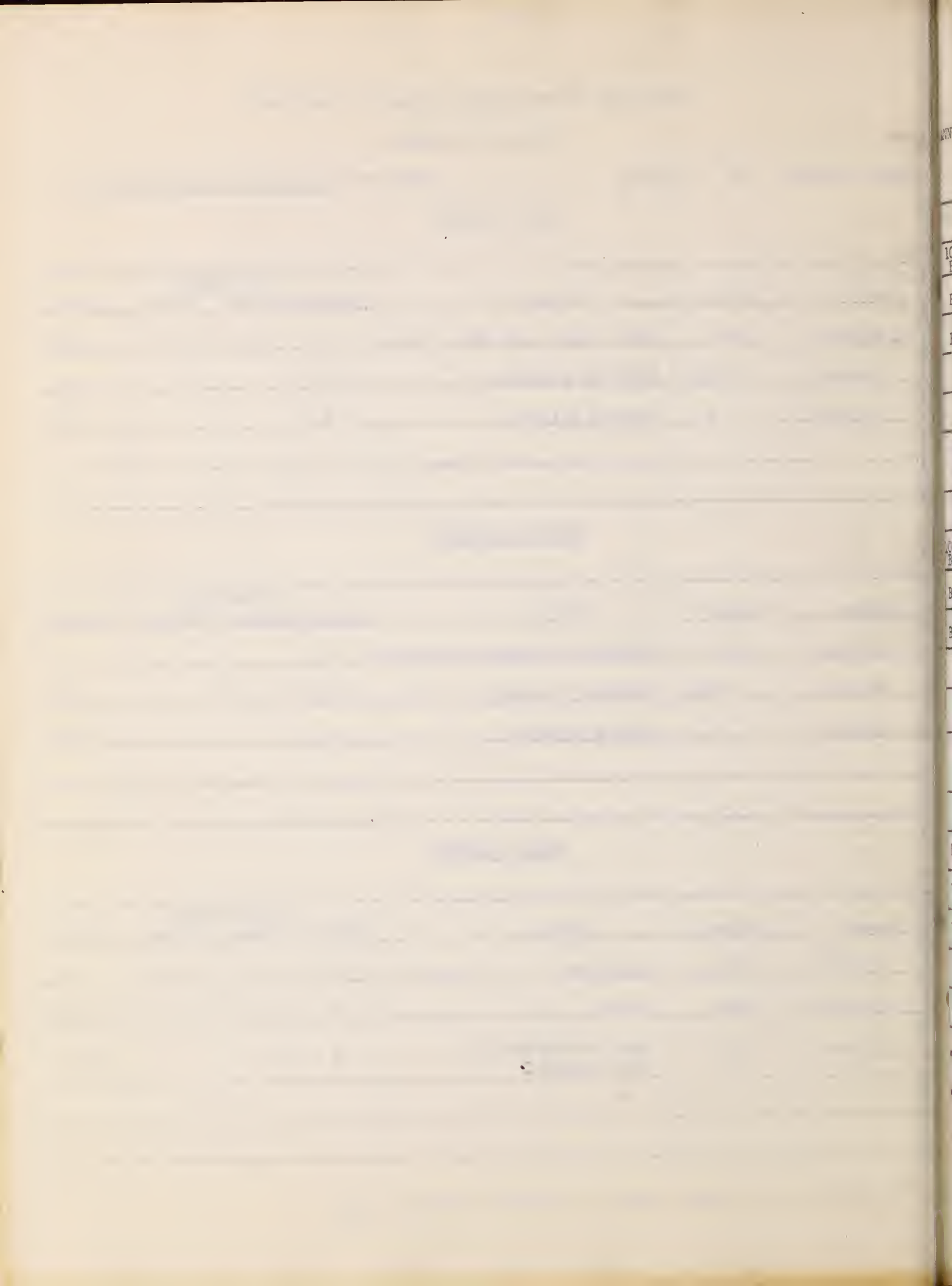
SPRING SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Science	404	Problems in Teaching Science	2			6
Science	100A	Physical Sciences	2			21
Science	7	General Science	4			28

SUMMER QUARTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Physics	305A	Aviation	2	4	1	5
Physics	306A	Radio	2	4	5	9
Science	401	Science Teaching in Sec. Schools	3	16		16

\*Records for high school classes to appear in "Total" only.



NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

SCIENCE DEPARTMENT

ANNUAL REPORT: 1941 - 1942

INSTRUCTOR Dr. Charles E. Hadley

FALL SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
10th Grade Biology		General Biology				28
Biology	210	General Zoology	4	13	8	21
Biology	410	Comp. Anat. Vert.	4	23	23	23

SPRING SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
10th Grade Biology		General Biology				27
Biology	401	Science Methods	2	7		7
Biology	202	General Zoology	4	13	8	21

SUMMER QUARTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Biology	201	General Zoology	4	16	6	22
Biology	407	Embryology	4	8	0	8
Biology	S409	Physiology	2			11

\* Records for high school classes to appear in "Total" only.

\*\* Part-Time and Extension Division



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NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941 - 1942

INSTRUCTOR Dr. Reed

FALL SEMESTER

COURSE	Number	Title	Credit	Majors	*Enrollment	
					Minors	Total
Chemistry	101	General College Chemistry	4	11	10	21
Chemistry	201	Qualitative Analysis	4	14	3	17
Chemistry	405	Organic Chemistry	4	17	2	19
Chemistry	508	Bio. Chemistry	4	11	0	11

SPRING SEMESTER

Course	Number	Title	Credit	Majors	*Enrollment	
					Minors	Total
Chemistry	102	General College Chemistry	4	11	10	21
Chemistry	202	Quantitative Analysis	4	12	3	15
Chemistry	406	Organic Chemistry	4	16	2	18
Chemistry	412	Water Analysis	4	18	0	18

SUMMER QUARTER

Course	Number	Title	Credit	Majors	*Enrollment	
					Minors	Total
Chemistry	201	Qualitative Analysis	4	13	4	17
Chemistry	405	Organic Chemistry	4	7	3	10
Science	401	Teaching Science (For 6 weeks only)	4	19	0	19

\* Records for high school classes to appear in "Total" only.

\*\*Part-Time and Extension Division

Special students included with minors.

Extension students all majors.



## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

## SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941-1942

INSTRUCTOR Dr. Robert W. McLachlanFALL SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Physics	101-1	College Physics	4			18
Physics	101-2	College Physics	4			10
Physics	402	Adv. Electricity	4			11

SPRING SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Physics	102	College Physics	4			8
Physics	102	College Physics	4			16
Science	100A	Physical Sciences	2			32
Science	100A	Physical Sciences	2			27

SUMMER QUARTER

Course	Numbers	Title	Credit	*Enrollment		Total
				Majors	Minors	

NOT IN RESIDENCE

\*Records for high school classes to appear in "Total" only.

THE UNIVERSITY OF CHICAGO

THEORY OF PROBABILITY

LECTURE NOTES BY JOHN D. CALVERLEY

CHAPTER I

DEFINITIONS		EXAMPLES		PROBLEMS	
1.1	Definition of a probability space	1.1	Example of a probability space	1.1	Problem 1.1
1.2	Definition of a random variable	1.2	Example of a random variable	1.2	Problem 1.2
1.3	Definition of a probability density function	1.3	Example of a probability density function	1.3	Problem 1.3
1.4	Definition of a joint probability distribution	1.4	Example of a joint probability distribution	1.4	Problem 1.4
1.5	Definition of a conditional probability	1.5	Example of a conditional probability	1.5	Problem 1.5

CHAPTER II

2.1	Definition of a stochastic process	2.1	Example of a stochastic process	2.1	Problem 2.1
2.2	Definition of a Markov chain	2.2	Example of a Markov chain	2.2	Problem 2.2
2.3	Definition of a Brownian motion	2.3	Example of a Brownian motion	2.3	Problem 2.3
2.4	Definition of a Poisson process	2.4	Example of a Poisson process	2.4	Problem 2.4
2.5	Definition of a martingale	2.5	Example of a martingale	2.5	Problem 2.5

CHAPTER III

3.1	Definition of a central limit theorem	3.1	Example of a central limit theorem	3.1	Problem 3.1
3.2	Definition of a law of large numbers	3.2	Example of a law of large numbers	3.2	Problem 3.2
3.3	Definition of a strong law of large numbers	3.3	Example of a strong law of large numbers	3.3	Problem 3.3
3.4	Definition of a weak law of large numbers	3.4	Example of a weak law of large numbers	3.4	Problem 3.4
3.5	Definition of a functional central limit theorem	3.5	Example of a functional central limit theorem	3.5	Problem 3.5

## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

## SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941 - 1942

INSTRUCTOR Dr. K. O. SmithFALL SEMESTER

Course	Number	Title	Credit	Majors	*Enrollment Minors	Total
Chemistry	11th	High School Chemistry	5			24
Physics	12th	High School Physics	6			13
Science 100A	100A	Survey of Science Physical Sciences	2			36
Physics	304	Photography for H.S. Teachers	2	15	2	18

SPRING SEMESTER

Course	Number	Title	Credit	Majors	*Enrollment Minors	Total
Chemistry	11th	High School Chemistry	5			24
Physics	12th	High School Physics	6			13
Science	100A	Survey of Science Physical Sciences	2			25
Science	100A	Survey of Science Physical Sciences	2			25
Physics	304	Photography for H.S. Teachers	2		3	12

SUMMER QUARTER

Course	Number	Title	Credit	Majors	*Enrollment Minors	Total
Physics	101	General College Physics	4	24	8	32
Physics	402	Advanced Electricity	4	8	6	14
Physics	304	Photography for H.S. Teachers	2	4	1	12

\* Records for high school classes to appear in "Total" only.



## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

## SCIENCE DEPARTMENT

ANNUAL REPORT: YEAR 1941-1942

INSTRUCTOR: Dr. Van HovFALL SEMESTER

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Biology	101	Botany	4			31
Biology	100B	Biological Science	2			17
Biology	100B	Biological Science	2			23
Biology	100B	Biological Science	2			16
Science	9	General Science	3			17

SPRING SEMESTER

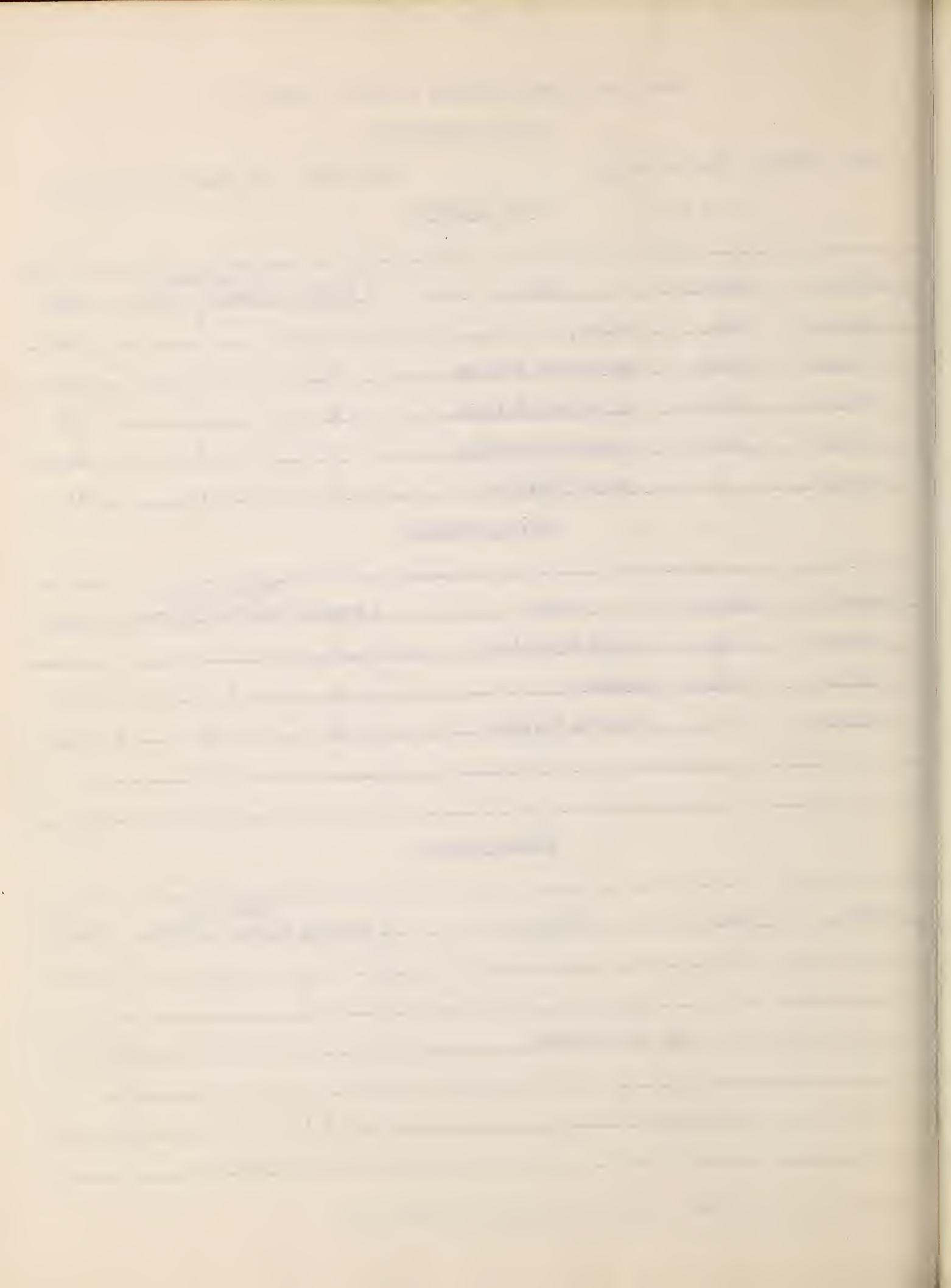
Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	
Biology	409	Human Physiology	4			11
Biology	102	Botany	4			29
Science	9	General Science	4			17

Summer Quarter

Course	Number	Title	Credit	*Enrollment		Total
				Majors	Minors	

NOT IN RESIDENCE

\*Records for high school classes to appear in "Total" only.



ANNUAL REPORT  
OF THE  
SOCIAL STUDIES DEPARTMENT  
1941-1942

I. General Developments

A. Lectures

The outstanding contribution of the Social Studies Department for the year 1941-1942 was its remarkable service to the large community through lectures before many social, religious, educational, and civic groups. Members of the department were in constant demand throughout the year and spoke before high schools, Women's Clubs, service organizations like Rotary, Kiwanis, Lions, Optimists, church and Y.M.C.A. groups, and Parent-Teacher Associations.

The department also served inter-state groups. Dr. Snyder addressed the National Convention of Extension Directors at Pennsylvania State College, the Association of Teacher's Colleges and Schools of Education in New York City, the Pennsylvania Educational Association in Harrisburg, and the New Jersey Association of Vocational Teachers at New Brunswick.

Dr. Wittmer addressed the students at Newark State Teachers College, taught adult classes in current history at Weequahic and Bound Brook adult groups, and opposed a speaker on the America First Committee at Atlantic City.

Professor Bye conducted a forum at Barringer High School on the subject "Do We Need a New Constitution in New Jersey?"

Professor Rellahan conducted a panel discussion at a conference at New Brunswick on "Democratic Techniques for Adjusting Labor Controversies". He has spoken before student and local groups on the subject of "Post-War Economic Planning".

THE  
JOURNAL OF  
THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
OF GREAT BRITAIN AND IRELAND

Vol. 100, Part 1, 1970

London, 1970

The following is a list of the contents of the Journal of the Royal Anthropological Institute of Great Britain and Ireland, Vol. 100, Part 1, 1970.

1. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, Vol. 100, Part 1, 1970, contains a list of the contents of the Journal of the Royal Anthropological Institute of Great Britain and Ireland, Vol. 100, Part 1, 1970.

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10. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, Vol. 100, Part 1, 1970, contains a list of the contents of the Journal of the Royal Anthropological Institute of Great Britain and Ireland, Vol. 100, Part 1, 1970.

Professor Hatch spoke before the New Jersey Principals and Superintendents at Newark on the new syllabus on "The Problems of American Democracy", before the Central New York Teachers Association at Syracuse on "Trends in the Teaching of the Social Studies". During the year he has given many addresses before student and civic groups on "Lincoln" and "Washington", and directed the Lincoln Alumni program at the college as he has every year since the college was founded.

#### B. Committee Assignments

The faculty of the Social Studies Department is giving leadership in other ways:

Professor Bye is Chairman of the State Committee preparing a new syllabus on "New Jersey State and Local Government".

Dr. Snyder is Chairman of the Speakers Bureau for the State Defense Council.

Dr. Wittmer is Honorary President of the New Jersey Association of International Relations Clubs, and was in charge of the two meetings held during the year, one in Springfield in February, and one at Montclair in April. These meetings were attended by more than twenty high school international clubs.

Dr. Gage is Chairman of the Faculty Committee on Post-War Planning and was the representative of the college with Professor Bellahan at a conference at Washington where they interviewed Federal officials on trends in post-war educational programs. Professor Bellahan is also the departmental advisor to Rohwec, the Honor Society of the Social Studies Department.

Professor Hatch served the State of New Jersey on the Committee appointed by Dr. Elliott to prepare a Syllabus on "The Teaching



of the Problems of American Democracy". This committee worked for two years preparing the new syllabus, issued in the fall of 1941.

Professor Hatch is also on the Year-Book Committee of the National Association of School Administrators to prepare the Year-Book for 1943 on the theme "Public Education for Morale".

Professor Hatch was appointed by Mayor Speers of Montclair to serve on the Public Recreation Committee.

Dr. Folsom is a representative of the New Jersey League of Nations to cooperate with Professor Shotwell's committee on "Planning the Organization of Peace".

## II. Enrollment of Majors and Minors

	Majors	Minors
1941-1942		
Seniors	34	32
Juniors	34	26
Sophomores	36	22
Freshmen	33	23
1940-1941	163	97
1939-1940	158	100
1938-1939	171	120
1937-1938	193	160

## III. Courses Taught in the Social Studies Department

### Summer Session, 1941

- S101A European History from 1492 to 1713
- S200A Contemporary Economic Life
- S200B Contemporary Political Life
- S202A United States History from 1860 to 1902
- S301A Economics, Part I
- S301B Economics, Part II
- S401 The Teaching of Social Studies in Secondary Schools
- S402A American Government
- S402B Comparative Government
- S428 Sociology I: Racial Contributions to American Life
- S434 Contemporary World Affairs
- S436 Modern Men of Ancient Times
- S440A The Development of South and Central America, Part I
- S515 History of Political Thought since Plato
- S516 Field Studies in American Life: Continental United States



## Fall of 1941 - Regular Session

- 100A Civilization and Citizenship (5 sections)
- 101 European History from 1492 to 1815 (2 sections)
- 200A Contemporary Economic Life (3 sections)
- 200B Contemporary Political Life (2 sections)
- 201 American History to 1860 (2 sections)
- 301 Economics (2 sections)
- 401 The Teaching of Social Studies in Secondary Schools
- 402 American and Comparative Government
- 407 New Jersey State and Local Government
- 415 Latin-American Relations of the United States
- 420 The European Outlook
- 427 Ancient History to 378 A.D.
- 428 Racial Contributions to American Life
- 440 The Development of Central and South America
- 511 Field Studies in the Metropolitan Community

## Fall of 1941 - Part-Time and Extension Courses

- 101B European History from 1713 to 1815
- 202B United States History from 1900 to 1940
- 407 New Jersey State and Local Government
- 415 Latin-American Relations of the United States (at Elizabeth)
- 440B The Development of Central and South America, Part II
- 441 Economic History of Europe
- 443 Youth and the Community (at Hackensack)
- 502 Origin and Development of the American Constitution
- 511 Field Studies in the Metropolitan Community
- 521 The Cultural Background of Present-World Civilization

## Spring of 1942 - Regular Session

- 100B Civilization and Citizenship (5 sections)
- 102 European History from 1815 to Present (2 sections)
- 200A Contemporary Economic Life (2 sections)
- 200B Contemporary Political Life (3 sections)
- 202 American History from 1860 to Present (2 sections)
- 302 Field Studies in Urban Life
- 415 Latin-American Relations of the United States
- 419 American Political Biography
- 420 The European Outlook
- 429 Present Day Social Problems

## Spring of 1942 - Six-Week Courses for Seniors

- 404 The Philosophy of History
- 419 American Political Biography
- 433 American Political Thought

## Spring of 1942 - Part-Time and Extension Courses

- 102A European History from 1815 to 1870
- 201A United States History from 1492 to 1789
- 301B Economics, Part II
- 415 Latin-American Relations of the United States
- 434 Contemporary World Affairs
- 444 Social Bases of Human Relationships (at Morris Plains)
- 445 The Teaching of the Problems of American Democracy



#### IV. Social Studies Staff

The permanent staff in the Department of Social Studies during the college year 1941-1942 was as follows:

Professor Roy W. Hatch, A.M., Head of Department  
 Associate Professor Elwyn C. Gage, Ph.D.  
 Associate Professor Edgar C. Bye, A.M.  
 Associate Professor John J. Kellahan, A.M.  
 Assistant Professor W. Harry Snyder, Ph.D.  
 Assistant Professor Avaline Folsom, Ph.D.  
 Assistant Professor Felix Wittmer, Ph.D.

In addition, courses were given in the department in regular, part-time, and summer divisions by the following:

Professor Henry Johnson, A.M.  
 Professor Walter H. Freeman, Ph.D.  
 Assistant Professor Francis R. Geigle, A.M.  
 Assistant Professor Ernest DeA. Partridge, Ph.D.  
 Instructor Paul G. Cressey, Ph.D.  
 Instructor Lewis Paul Todd, A.M.

During the year, the following staff members taught in the College High School:

Grade Seven	Prof. Hatch and Dr. Gage
Grade Eight	Dr. Folsom
Grade Nine	Dr. Snyder
Grade Ten	Dr. Wittmer
Grade Eleven	Prof. Hatch and Dr. Gage
Grade Twelve	Prof. Kellahan and Prof. Bye

#### V. Studies Undertaken in the Department

Professor Roy W. Hatch

1. Historical and geographical sketch on "New Jersey" for the World Book Encyclopedia
2. "A Guide to the Teaching of the Problems of American Democracy" for the State Department of Public Instruction, Trenton, N. J.
3. Year-Book Commission for 1943 on "Education for Morals" - American Association of School Administrators, Washington, D. C.

Dr. Elwyn C. Gage

1. report of the Committee on Post-war Planning for M. E. T. C.

Dr. W. Harry Snyder

1. A manuscript for a high-school text on "The Americas".
2. A pamphlet on "A Course of Study on Inter-American Affairs for the Secondary Schools".

#### IV. Social Studies Unit

The program, which is the development of Social Studies during the

college year 1944-1945 was as follows:

Professor Roy E. Bailey, Ed.D., Head of Department  
Assistant Professor James E. Cook, Ed.D.  
Assistant Professor John D. Day, A.B.  
Assistant Professor John W. Hinkle, Ed.D.  
Assistant Professor H. Harry Rogers, Ed.D.  
Assistant Professor William L. Smith, Ed.D.  
Assistant Professor John E. Smith, Ed.D.

In addition, reports were given in the department on various occasions,

and several activities in the community:

Professor Harry Johnson, A.B.  
Professor John H. Johnson, Ed.D.  
Assistant Professor Thomas H. Johnson, A.B.  
Assistant Professor John D. Johnson, Ed.D.  
Professor John D. Johnson, Ed.D.  
Professor John D. Johnson, Ed.D.

During the year, the following social studies groups in the college were

formed:

1. Social Studies Club  
2. Social Studies Club  
3. Social Studies Club  
4. Social Studies Club  
5. Social Studies Club  
6. Social Studies Club  
7. Social Studies Club  
8. Social Studies Club

#### V. Student Organization in the Department

Professor Roy E. Bailey

1. Student and professional groups in the department, the

social studies club.

2. The Social Studies Club, the organization of the department.

3. The Social Studies Club, the organization of the department.

4. The Social Studies Club, the organization of the department.

5. The Social Studies Club, the organization of the department.

6. The Social Studies Club, the organization of the department.

7. The Social Studies Club, the organization of the department.

8. The Social Studies Club, the organization of the department.

9. The Social Studies Club, the organization of the department.

10. The Social Studies Club, the organization of the department.

The department is organized

Professor Edgar C. Bye

1. A manuscript on "Government in New Jersey"
2. A chapter on "The Administration of a Field Trip Program" for a forth-coming text book.

Dr. Felix Wittner

1. A manuscript on "Total Democracy" as a sequel to his "Flood-  
lights on Europe".

Professor John J. Bellishan

1. Prepared a unit in collaboration with Professor Hatch on "The Social Control of Business" for the New Jersey Syllabus on the "Problems of American Democracy".

Dr. Avaline Folsom

1. Book reviews for "Social Education" relating to the British Empire, e.g. "The Pageant of England, 1840-1940".

#### VI. Recommendations

I recommend a change in the curriculum of the Majors in the department as follows:

As a substitute for the Field Trip in the Metropolitan Community (511) which was suspended for the duration of the war, a selection of four points of work from the following offerings:

- |   |           |
|---|-----------|
| 1. The British Empire in the Present Crisis                     | 2 credits |
| 2. Current and Post-war Problems in Economics<br>and Government | 2 credits |
| 3. Latin-American Relations                                     | 2 credits |
| 4. State and Local Government in New Jersey                     | 2 credits |

I recommend that it would be a good procedure for some of the more mature students of the Social Studies Department combined with a similar group from the English Department to engage in a reading and discussion seminar on "Conflicting Cultures in Western Civilization" or "Critical Issues in a World at War". This should be a four-point course, given by two instructors if possible, one from each department. No student could enroll in this course without first consulting the Head of the Department.

1. The Government of the United States  
2. The Department of the Interior  
3. The Bureau of Land Management

On this date

1. The Government of the United States  
2. The Department of the Interior

Document 100-100

1. The Government of the United States  
2. The Department of the Interior  
3. The Bureau of Land Management

On this date

1. The Government of the United States  
2. The Department of the Interior  
3. The Bureau of Land Management

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1. The Government of the United States  
2. The Department of the Interior

On this date

1. The Government of the United States  
2. The Department of the Interior

(iii) The Government of the United States  
2. The Department of the Interior

At this point in the proceedings

1. The Government of the United States  
2. The Department of the Interior  
3. The Bureau of Land Management  
4. The Bureau of Reclamation  
5. The Bureau of Indian Affairs  
6. The Bureau of Fish and Wildlife Management

1. The Government of the United States  
2. The Department of the Interior

At this point in the proceedings

1. The Government of the United States  
2. The Department of the Interior

At this point in the proceedings

At this point in the proceedings

At this point in the proceedings

At this point in the proceedings

At this point in the proceedings

I recommend with even greater emphasis than last year that the outstanding work of Dr. Snyder, not only for his studies in the field of Latin America, but for his significant contributions on the lecture platform be recognized by making him an Associate Professor.

I recommend for the second time, also, that a solid, soundproof partition be built between Room 21 and the Social Studies office.

I recommend that a permanent secretary be employed for the department. She should be able to take dictation and type and assist the department as filing clerk and general secretary.

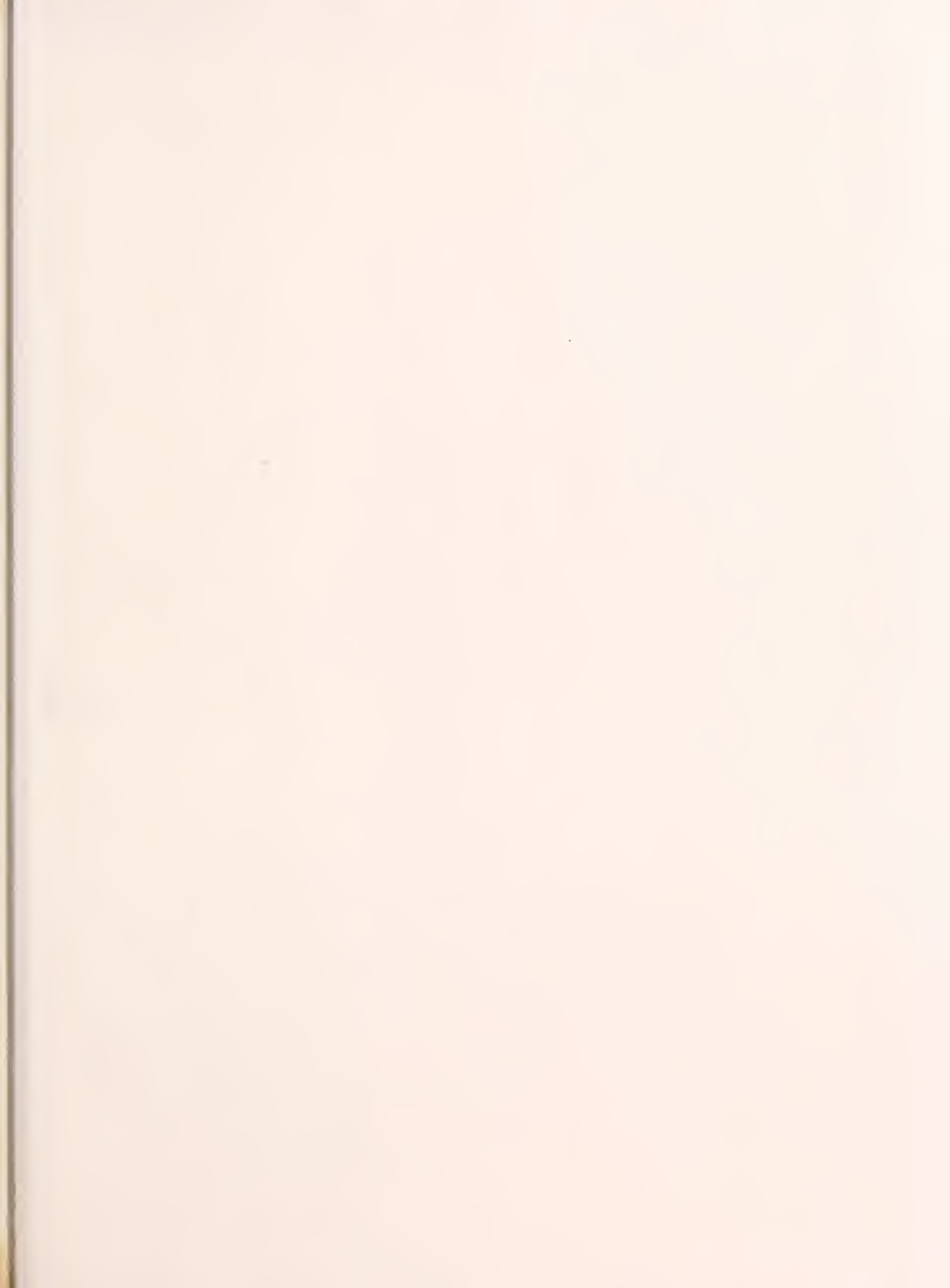
Respectfully submitted,

Roy A. Hatch  
Dean of the Department  
of Social Studies

I recommend that you provide evidence that this was the  
collecting party of Dr. Hodge, and that it is the evidence on the basis  
of which Hodge, for his official position as the person  
responsible for the collection of the Hodge collection.  
I recommend that the second part, which is a list, containing  
positions for both parties from the United States Office.  
I recommend that a permanent committee be organized for the purpose  
of the study of the Hodge collection and the study of the  
Hodge collection in light of the Hodge collection.

Respectfully,  
[Signature]

Very truly yours,  
[Signature]  
[Name]  
[Title]









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INDIANA 46962

